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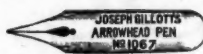
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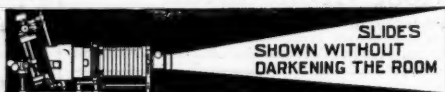
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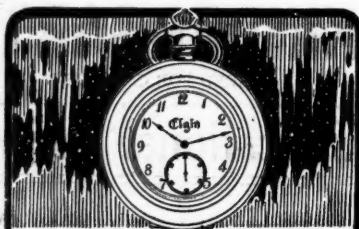
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A Weekly Journal of Education.

Vol. LX.

For the Week Ending March 31

No. 13

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Leaders Reared in the Country School.

The statement was recently made by Dr. N. D. Hillis that a canvass of one of our large Eastern cities showed ninety-four per cent. of its citizens were brought up on a farm; further that that an examination of a hundred representative commercial and professional men of Chicago showed eighty-five per cent. as reared in the country and rural villages.

This remarkable statement challenged the attention of Supt. H. E. Kratz, of Sioux City, Iowa, and as a result he made similar investigations in his own city. He reports in *School and Home Education* for March his conviction that at least eighty-five per cent. of the leading men of Sioux City were trained amid the surroundings of rural life, and that this is a fair average in cities the country over.

"Such questions as these," says Supt. Kratz, "at once present themselves:

"Are the rural schools better equipped and manned than those of the city? Are the rural school-houses better heated, lighted and ventilated than those of the city? Are the rural teachers better trained in general for their work? Are they better trained in particular to develop strong character in their pupils? Everyone knows that the rural school is not as well organized and equipped as the city school. We must conclude that the causes for rural leadership do not lie in the schools, they must lie outside.

"It is a well known fact that will power is to some extent dependent upon the physical development. A strong, healthy body usually indicates a strong, vigorous will and *vice versa*. It will be conceded that the freer exercise of the country lad, the purer atmosphere he breathes, and the generally more healthy conditions which surround him contribute in some degree to his better physical development.

"But a still greater advantage in developing that alertness, that power to observe and discriminate, which marks the leader, is the superior sense training that is offered the country lad in his untrammelled, loving intercourse with mother nature.

"That upon which," continues the writer, "I would lay the greatest stress in the superior training of the country boy for leadership, is the constant demand made upon him to help bear some share of the home responsibilities, to contribute to the earning power of the family, and to meet emergencies. He has early placed upon him the responsibility of carrying in the wood, or water, feeding the chickens, milking the cows or tending the horses. These daily duties are of such a character that they cannot be neglected without serious consequences resulting. He forms good habits in caring for these animals, and catches some glimpse of the fact that man was born to rule. Even the lower animals can be made to do his bidding, to lend him their strength to carry out his purposes. Wonderful power that man possesses to become monarch of all he surveys!

"But there is another feature of this superior training found in rural life, which I have suggested: viz., it calls for the daily meeting of emergencies. There is an erroneous impression, quite prevalent, that country life, as a whole, is distressingly monotonous—perhaps arising from the fact that some of its duties are recurring in the same dull routine; but, taken as a whole, its experiences are more varied, cover a wider field than those found in the cities. Dr. Stanley Hall declares that the farmer boy

has to know about seventy different industries. The farmer boy must meet and overcome daily the severest tests upon his ingenuity and skill. Follow his varied experiences for even a day, and see the emergencies that confront him. He begins plowing, but the plow persists in penetrating too deep into the soil, and he must stop and carefully adjust the plow beam. The mold board is rusty, and he greases it with a piece of bacon. The plow strikes a stone, or other obstruction, and he receives a terrific thump in the ribs, from the plow handles. The plow strikes another obstruction, and the harness breaks. He must mend the broken harness with insufficient tools and materials. One of his horses becomes chafed under the collar and he must devise some way of relieving the pressure on the chafed shoulder. He plows up a bumble bee's nest, and narrowly averts a runaway. He breaks a whiffle tree, and with an axe and drawing knife makes another to take its place. So, at every turn, he is required to make ingenious shifts, working as he does without adequate tools and materials. Under these conditions where he must think and act, act and think, he becomes resourceful, and master of almost any situation or emergency that may confront him.

"The stimulating, health-giving atmosphere of the country, its superior opportunities for motor-training, the constantly recurring emergencies of farm-life, all these must be accorded a prominent place in the enumeration of causes which made these men the great leaders they were. Dr. James says, 'An uneducated person is one who is nonplussed by all but the most habitual situations.'"

"A question or two, and I close. Must this leadership then always remain largely in the hands of those trained in the country? Must our city youth always be handicapped by the artificial life of the city, by the impossibility of early imposing some responsible daily duties upon them, by the false sentiment that hard labor is degrading instead of a necessity to their fullest development, by the lack of opportunities to work out their ideas, to train their motor powers, to develop confidence in their ability to shape the stubborn material around them to serve their own purposes? No; there is a gleam of light shining thru the darkness, which gives promise of something better. This idea of making motor training more prominent in education thru self-activity, originating in the kindergarten, and slowly being introduced into the higher grades of public school work, under the name of manual training, will eventually give the city lad a better fighting chance for leadership. May that day speedily come."

On April 21 and 22, Quincy, Mass., will celebrate with appropriate festivities the birth of the movement inaugurated by Col. Francis W. Parker when superintendent of its schools and known as the Quincy movement. Among the speakers from a distance who will take part are Dr. W. T. Harris, Prof. Nicholas Murray Butler, Supt. Orville T. Bright, of Cook county, Ill., and Supervisor Robert C. Metcalf, of Boston. We wish to republish the charmingly written biography of Col. Parker which appeared in *THE SCHOOL JOURNAL* last week in the form of a souvenir booklet. A general request is extended to all who have been influenced in their attitude to education by the Quincy movement to tell in a few words what impressed them most. These letters ought to be in the hands of the editor not later than April 9.

Have Teachers' Professional Spirit?

A very practical, common-sense view of the "Teaching as a Profession" question is taken by Supt. C. B. Gilbert, of Newark, N. J., in *Education* for March. He says that teachers will be accepted as members of a profession in the old-fashioned sense when two things happen—when a large and important body of technical knowledge is in the possession of teachers as a class, in the same sense in which a similar body is in the possession of physicians as a class; and when teachers cease to clamor for recognition as a profession, and exhibit true professional spirit.

"The first condition," he adds, "is not yet realized, but we are nearing realization every year. There is unquestionably a considerable body of technical knowledge now for the teacher alone, and this body is growing. It is as yet, however, known to a comparatively small number of teachers."

This technical knowledge relates to educational principles, to the history of education, to the development of the human mind, and to the laws governing psychic growth. When these are in the possession of the average teacher the first condition for professionalizing teaching will have been met; but at the present rate, when this time arrives the second condition will be entirely wanting, and whatever professional spirit now exists will have disappeared.

"It goes without saying that the teacher possessing true professional spirit values teaching more than compensation. When any secondary result is substituted for the real end in the teacher's mind, the teacher becomes a tradesman and ceases to belong to a profession."

"All teachers should be willing to labor unselfishly for society, and, what is more difficult, to cease such labor when it ceases to be useful to society. In other words, no one in the teaching profession, whether superintendent, principal or class-room teacher, has any claim upon a position for personal reasons. The only claim is the ability to serve society. The teacher's work will be a profession only when this is clearly recognized."

Teachers' Salaries in all Countries.

A Roman educational journal has published recently a list of statistics regarding the salaries of teachers in various parts of the world. These as translated for the *Literary Digest* read as follows:

"In New York city, principals receive about \$1,500, assistants \$1,080; in Massachusetts, masters (on an average all over the state), \$50 a month and mistresses \$23 per month; in California, \$100 a month to masters; in Pennsylvania, masters receive \$500 a year and mistresses \$410; in Arizona, \$107.35, and mistresses \$95 per month; in Brazil, primary teachers receive \$400 to \$750 a year and from \$700 to \$900 in the higher grades. In addition to this they have a beautiful garden and house, and the annual salary is increased about one-fourth after twenty-five years of faithful service. In Colombia, South America, teachers receive about \$30 a month. In Holland, besides the annual salary, elementary teachers have a house and a garden. In Berlin the salary varies from \$563 to \$810 a year. In Hamburg, the lowest salary is \$550; Frankfort-on-the-Main pays \$524 to \$700 for ten years of service and allots a considerable pension for old age. In Leipzig, Chemnitz, and Dresden, they receive from \$330 to \$540; in Freiburg, from \$484 to \$694; Monaco, \$458 to \$626, to which the state adds a sum varying from \$24 to \$425; in Wurtemberg, from \$300 to \$500; Vienna varies from \$300 to \$625; Trieste from \$422 to \$512, besides a lodging. In Belgium the minimum is \$375 and the maximum \$600, with a house, light, and fires. In Neuchatel, teachers receive \$301 to \$525, besides a lodging, garden, wood from the forest, and an increase of \$25 for every five years. In France,

elementary teachers have \$850 and an increase of one-tenth every three years. The pension of teachers in Rome is allotted at its lowest after twenty-five years of service, at the age of forty-two, and at its highest, after forty-seven years of service, at the age of seventy-seven. The amount received is based on an average of salaries received after fifteen years of service. In the Grand Duchy of Baden the teacher obliged to rest between the fifth and tenth years of teaching receives four-tenths of his salary, which is increased each succeeding year by two per cent.

The Diet of School Children.

Most people have an ill-defined notion that children ought not to eat everything that may be provided for the table, but the knowledge of most parents goes no further. And yet when we consider the fact that, as Dr. John L. Heffron says in an article on the diet of school children in the *Journal of Pedagogy* for March, a child enters school at five, hardly more than an infant, and leaves it at seventeen a grown man, this matter of proper foods should be a subject of positive rather than negative knowledge. The writer of the article does not go into minute details but he states several facts that parents and teachers should understand and act upon—parents always, teachers so far as possible.

"As all starchy foods are digested primarily by the saliva," says Dr. Heffron, "crusty bread, necessitating chewing, is better than new bread or the softer center of the crusty loaf. It is because of this that in the feeble digestion of starchy foods oven toast and zwieback are superior to the more easily swallowed softer starchy foods. Starchy food undigested, undergoes fermentation inside the body, just as it does in the kitchen."

"The secretions of the stomach digest only nitrogenous substances. Meat, therefore, should be a part of two meals, breakfast and dinner, and milk should supplement it, and fresh eggs, fish and shell fish afford a grateful variety. Nitrogenous food is the only single class of food upon which alone man can subsist. Not only can all the tissues of the body be sufficiently nourished by an exclusive nitrogenous diet, but if taken in excess, contrary to the generally accepted opinion, an increase in weight results."

"The need of sugar is absolute in children. Their activities are so great that they can use up an enormous amount of material, and sugar is the chief heat producing food. Children will rarely overeat of pure crystallized sugar, and will rarely be temperate in consumption of the fine confectionery made to tempt their appetites and purses."

Fats are prepared for assimilation by the pancreatic secretion, after the envelope containing the oily particles has become reduced by stomachic digestion. The husk of grains, the tough fiber of various vegetables, all small seeds, etc., are never digested, but, macerated in the various secretions, pass thru the body. They are of value in that they contribute to increase the bulk of food, and for their mechanical offices."

"In arranging the order of a meal it is well to know these things and to bear them in mind. An unscientific breakfast would commence with a sour fruit, an orange or shaddock or apple or grapes, and be followed by a porridge with milk, or any starchy food; because the secretions of the mouth upon which we depend for the digestion of starches are alkaline, and the condition of the insalivated mass in the stomach for a considerable time during which starch digestion is going on in the stomach is alkaline. A natural order would place starches first, then the nitrogenous course, and last of all fruits. The reversion of this order, so universal, is itself a proof that it is unnatural, for fruits taken first are taken for the express purpose of stimulating peristaltic action of the intestines, which is the last function of food. On the other hand, the introduction of dinner with a soup, which

is distinctly and usually very alkaline, is natural and rational.

"Children should have their heartiest meals for breakfast and midday dinner. It should be a law in every house that the child who does not eat a good substantial breakfast cannot go to school. If they cannot or will not eat, they must not work. So bed is the only proper alternative for a school child who cannot eat his breakfast. I consider this worthy of especial emphasis, for of all the school children that I am called upon to prescribe for, I find it almost a rule that, from the hurry and excitement of getting off in the morning, breakfast is neglected. An equally unwise measure, and for the same reason, is for teachers in schools of one session to keep pupils in over the midday hour to make up work. Absolute damage can be done, not only to the growth and development of the boy, but also to the more sensitive brain and the mind.

Between-Meal Lunches.

"Children are so active and need proportionately so much more food than the adult that the three meals usually provided in this country are often not sufficient for their needs. There should be some regulation of this habit of lunching. It is better to allow a simple lunch of bread and butter or a sandwich than to put in the way of children the temptation to spend their pennies on buns and candy, or, lacking this, to overdistend their stomachs at the regular meals. In some communities with advanced ideas the plan of serving a substantial lunch at public expense to all the pupils in school has been adopted with results already favorable.

"Simplicity of diet is desirable for all. For children a simple diet of wholesome and substantial food is necessary, if development is to be progressive and sound. The normal appetite does not crave variety and a succession of flavors. It renders delightful whatever wholesome food is taken at the demand of the body for nourishment. A diet may be simple and not monotonous. If a sample of a simple meal be made of a cereal, a meat, a vegetable, and a fruit, it is easy to see how each meal may be varied, if desirable. Appetite is depraved by methods of cooking also. Frying is an unwholesome method of cooking because it more than doubles the work of digestion; and unless a child has nothing to do but digest his food, it entails an enormous loss of energy, and a dulling of his intellect must result.

Causes of Depraved Appetite.

"During adolescence it is not an unusual experience to see an exhibition of depraved appetite that can only be accounted for by a want of equilibrium of the nervous system. Boys and girls will eat slate pencils, chalk, plaster, or wax candles. In many instances the disease requires careful treatment rather than scolding. If such desires are detected in time, they are amendable to treatment. Good diet, hard physical exercise, and regular habits constitute the best treatment in such cases.

"If a hearty school boy does not eat enough, look to his teeth. Every child should have a thorough dental inspection at least once a year, whether you have complaint of the teeth or not. Interrupted development from sickness always leaves its marks upon the teeth by ridges or serrations, or change in the bony constituents.

"In addition to the children whose appetites have been depraved, and to those who are prevented from eating by the condition of the teeth, and besides those who are sickly, there exists a class of children who are so fussy about their eating, that they are not only the despair of their parents but also a continual annoyance. They are the very ones whose nourishment must be looked to most carefully, and whose whims of taste for unwholesome food must not be gratified. If they cannot be controlled they should never come to the common table, and if they do not eat a sufficient quantity of nourishing food they must be put to bed, for a child cannot or should not work under such conditions. The child's play is his work. An abundance of out-of-door life with summers spent in

the country, will eventually forward the development of such children and finally make of them useful members of society."

Education of the Feeble-Minded.

How wise it is to set all sentiment aside and send feeble-minded children to an institution where they associate with their equals instead of their superiors and where they can receive the special care required is evident from Kate Gannett Wells' description of the Waltham (Mass.) school in the *New England Magazine* for March. The school is at present in charge of Dr. Walter E. Fernald and the life of the inmates, most of whom are, many of whom always will be, children, is very clearly described. She says: "Perhaps the best general view of the school, at once the most pathetic and inspiring, is furnished at the hours for meals. First to enter the dining room are the shambling, shuffling, big, stupid, weak children—that is men and women. The stronger among them push the paralytic in their wheeled chairs, guide the epileptic or carry the deformed, puny ones to their high seats. Then come the stalwart pupils who use bibs and eat off stout crockery; and then the well-bred (all is comparative) who have napkins and knives and forks instead of spoons."

Efforts Rewarded.

Something of the tireless patience necessary on the part of the teachers and the learners as well is shown by the following: "In the laundry, which is as important a factor in manual training as in cleanliness, all the girls who are capable of making any exertion work in turn. Ruby was one of this number, so fat, heavy, and sluggish when she was first received that she waddled rather than walked. At the end of many months she knew how to be cleanly and happy. Then the matron said, 'She is still too fat and too weak to work hard, but she must do something; let her fold towels in the laundry.' For six months did Ruby try to fold a towel in halves and then, one morning, with face growing paler and eyes brighter, slowly, painfully, awkwardly, she brought the four corners together with an expression of rapture on her face which transfigured it, and would have fallen fainting if the matron had not caught her. Six months later she was in the sewing-room, darning stockings, and to-day, carefully guarded in her mother's house, helps in the housework, useful and contented.

"Long before the children are ready to enter even the kindergarten," continues the writer, they are practiced in sense training. The recognition of different pieces of wood by their shapes constitutes an advanced lesson. The instructor holds up a longitudinal bit and with a chuckle of delight a boy matches it from the pile lying on the table, while another child tries to make a square piece fit a circular one, and becomes wofully disturbed thereat—a hopeful sign.

"All the legal holidays are joyously observed, and every pretext for special occasions is eagerly seized. Last Halloween, as most of them gathered in the gymnasium for games, the thought that they were feeble-minded would hardly have occurred to a careless observer. With full tumblers of water they ran around the hall, vying with one another in having the fullest glass at the end of the race. 'Wabbling tumblers' they called it. They tried to bite apples floating in a pan of water or dangling from a pole, or blindfolded, to feed each other from a saucer of sugar held between them; and when the sugar ran down each other's necks instead of their mouths, how they shouted!

"Christmas is less noisy, but gayer. Each one has gifts from the tree, supplied by home friends or the school. The appropriateness of the gifts shows the personal consideration given to each inmate. Normal children, educated up to toy machinery, would not care for the rag babies, the iron toys, the suspenders, cravats, and neckties which these children value."

An Indian Teacher Among Indians.

It is only rarely that we have a chance to see things from the point of view of the other side, but the occasional glimpses are wholesome. Zitkala-Sa gives in the *March Atlantic Monthly* a few of her impressions and experiences as a teacher in an Indian school. In speaking of some of the white teachers with whom she was associated she says that their creed "was one which included self-preservation quite as much as Indian education."

"When I saw an opium eater holding a position as teacher of Indians," she adds, "I did not understand what good was expected, until a Christian in power replied that this pumpkin-colored creature had a feeble mother to support. An inebriate paleface sat stupid in a doctor's chair, while Indian patients carried their ailments to untimely graves, because his fair wife was dependent upon him for her daily food."

"Even the few rare ones who have worked nobly for my race were powerless to choose workmen like themselves. To be sure, a man was sent from the Great Father to inspect Indian schools, but what he saw was usually the students' sample work made for exhibition."

"Many specimens of civilized peoples visited the Indian school. The city folks with canes and eyeglasses, the countrymen with sunburst cheeks and clumsy feet, forgot their relative social ranks in an ignorant curiosity. As answers to their shallow inquiries they received the students' sample work to look upon. Examining the neatly figured pages, and gazing upon the Indian girls and boys bending over their books, the white visitors walked out of the school-house well satisfied; they were educating the children of the red man!"

Teaching Geography.

Supt. Thomas M. Balliet, of Springfield, Mass., suggests in the *Journal of School Geography* for March that our courses of study in geography are based too much on the logical order of the subject. Certain phases of the subject that are well within the comprehension of children are taught for several years before pupils feel any natural interest in them.

"Speaking generally," he says, "children feel an intrinsic interest in human life and in the human aspect of nature long before they feel any such interest in the scientific aspect of nature, either animate or inanimate. Their earliest geographic interest, if it may be so termed, shows itself in an interest in the home life, and especially the child life, of various countries of the world. The simpler this home life is and the more sharply it contrasts with their own, the deeper the interest. Later they become interested in the larger social life and in the simpler phases of the industrial life of other countries. They become interested in and observant of their own social life chiefly as they come to learn how it differs from the social life of other peoples."

"This suggests the point of beginning of geography. Books of the type of 'Seven Little Sisters,' familiar to all teachers, represent the kind of material with which we should begin. This phase of geography passes by imperceptible gradations into history. The history of the simple social life of our own country two centuries ago appeals quite as strongly to children as does the social life of foreign countries. This feature of geography, together with history, leads inevitably to an interest in the location and description of the countries to which it relates, later to a desire to know their industries, their government, their political life, and finally even to an interest in their physical geography in so far as it underlies all these. In short, in geography we should begin with the human phase of the subject and end with the scientific—following an order in the selection of topics such that each topic will create the necessity for knowing the next following, and will develop a spontaneous interest in it."

"Whilst young children have no interest in the study of mere locality as such, at a later stage in their development they do develop such an interest, and map drawing and the study of maps becomes fascinating work. It is the period from about twelve or thirteen to sixteen when they delight in mechanical work and in doing it with precision and accuracy."

"In the middle and higher grammar grades when pupils are able to grasp simple truths in physics, the study of physiographic processes should be begun by actual observation and the foundation be laid for the study of the elements of physical geography. The elements of erosion, the work of rivers, the meaning of 'drowned' coasts and river valleys, the various stages in the life of a river, the elements of glacial geology, in so far as they determine geography and related topics, appeal to the interest of children in the higher grammar grades and can be taught with profit. To these may be added the elements of meteorology in so far as they relate to winds, rainfall and climate."

"By avoiding the premature teaching of many topics, and by eliminating needless material, it will be possible to shorten the time now devoted to geography in good schools and at the same time make the teaching more effective and thorough."

Experiments in School Gardening.

Last spring a garden was carried on in connection with school work in Upper Canard, N. S. Mr. Percy J. Shaw, who writes of the methods employed in the *March Educational Review* (New Brunswick), expects himself to start a school garden this spring and to try some experiments in budding wild cherry trees.

Mr. Shaw writes of the garden at Upper Canard, "A piece of greensward was ploughed the preceding fall, harrowed and made ready for planting in the spring. Thirty varieties of vegetables were grown. Each pupil planted a row and personally conducted an experiment. Each pupil also studied his or her plant from seed to maturity, and its enemies, chiefly weeds and insects."

"One experiment determined which of several varieties of onions was best suited for that locality; another, the effects of hardwood ashes on the growth of potatoes when applied (1) to the soil in contact with the seed, and (2) to the surface of the ground after the seed was covered. A marked difference was noticed in the time taken to appear above ground, in the health of the plants and their rate of growth."

"Other experiments determined the proper depths for planting seeds, the best time for planting, the effects of rare or frequent cultivation, and the effect of growing leguminous plants along with other crops."

"Pupils kept a record of the time of planting their seeds, the time taken to appear above ground, and the rate of growth afterwards. A record of the rainfall was kept, and the effect of heat and moisture on the growth of the plants was observed. The plants were studied from time to time, drawings made, and their exact size and development noted at certain periods from the time of planting. The cultivated plant was carefully compared with weeds studied and with wild flowers. New vegetables were introduced. Plants usually started in the hot house were tried by planting the seeds in the open ground. Tomatoes gave good results in this way. The fertility of soils taken from different depths was tested, and differences in plants growing in these soils were observed and accounted for."

"Many of the insects studied under the head of nature work came from the garden. Toads were brought by the pupils and their habits observed. In one corner of the garden a tub was sunk, filled with water and used as an aquarium in which were grown polywogs and frogs."

"In front of the garden a spruce hedge was planted, and sweet peas and morning glories were grown."

"From one year's experience the teacher was convinced that a school garden could be a valuable aid to

education in rural schools, affording as it does an opportunity for experimenting, observing, and inductive reasoning, while at the same time developing the sense of the beautiful."

Problem of the Bad Boy.

The question of methods of handling the bad boy is brought up by Mr. David Willard in the February number of *The Ethical Record*. The author's general conclusion is that the times are out of joint so far as our treatment of bad boys in New York goes. He holds that the nineteenth century method of dealing with the black sheep is essentially wrong and that we are awaiting a John Howard who shall reform it.

Primarily these bad boys, tho they are called criminals, are not rightly so named. They have in them the making of criminals but they are seldom hardened in crime. They are simply morally defective, with defects that are due to various causes connected with heredity, environment, and false ideals.

The cardinal mistake in the teaching and training of the bad boy is in regarding him as one of a herd. Average humanity can in some fashion be handled in masses. But the bad boy does not belong to average humanity. He is out of the herd, and to put him into it will not make him orderly or obedient. He is a detached personality and must be kept detached. All the college settlements and neighborhood guilds have found that the really bad boys must be given special attention or must be kept absolutely away from each other and from more normal children.

In especial repression must be avoided. Much harm is done by giving the bad boy an opportunity to go wrong and then bullying him for so doing. Temptation must be removed in order that the habit of doing the right thing may have a chance to be established. The monitorial system is an incentive to the bad boys to get into mischief.

It is a question in the author's mind if there is any method to be employed other than that of simple kindness. "We have tried prisons and penitentiaries on our bad boys; we have sent them to undergo the mechanical, methodical treatment of homes, refuges, and similar institutions—all places of detention rather than of betterment. We have used police supervision. We have tried frequent arrests. We have sent missionaries to them. We have prayed with them, reasoned with them, scolded them. Nowhere does there seem to have been an effort to try a pure and simple kindness; a few words of good will, affection, friendship, trust; a good man's life put against a bad man's; the one last thing, the greatest thing in the world—love. It would be heroic treatment for the man that applied it as a remedy, and it would be a rest cure for the patient. Where people have used affection rather than punishment as a reforming agent, it has always been in connection with other agencies. It has never been used alone. Modern prison methods may make in a boy certain reforms in habit; but the needful thing is a reform in head and heart, without which new habit is not permanent. This is the idea of that little country settlement, the George Junior Republic. Here not only does a boy work for his living, but he works for his habits, forming them from the principles that control him inwardly, which are themselves stirred into being by the touch of a patient, affectionate, and trusting hand."

Moral Education in France.

A recent number of the *Educational Messenger*, published in Moscow, Russia, contains an interesting article by Eugene Losinski, on "Moral Education in France."

The existing surroundings of the growing generation in France, says the author, are unfavorable to a proper moral development. France is undergoing a moral crisis. The wisest educational methods, the most rational care

of the young generation will act simply as pedagogic palliatives if the surroundings remain unchanged. In order to obtain wholesome results it is necessary to cultivate both the younger and the older generations. Genuine education has been so far entirely neglected by the republic of France. The compulsory education laws and the increase in the number of schools indicate the importance attached to instruction, but moral education has been left to itself, on the ground that the home surroundings should be sufficient to maintain the moral development of a child. But the family life is deteriorating. The rapid process of change in social life is affecting the traditional principles of the family. The present tendency is to deprive the mother of her part in the education of her children, her place being supplied by nurseries, kindergartens, infant schools, etc.

The traditional educational forces are being set aside just when the complicated social life demands much from the young generation. The family is powerless to satisfy these demands as it is in a critical condition itself. The school, not well prepared for the emergency, instead of taking up a leading part in the social reform calls itself for assistance. The formal pedagog is elaborating new systems and programs and is making a slight, timid effort to contribute something to the betterment of society, but at best his efforts are of little avail.

How France is working out the problem of social education, what methods are employed to make moral education effective, and what are the new ideals of individual culture as set forth by the best representatives of pedagogical thought are the points considered by the author.

Moral education consists of moral instruction, dealing with the intellectual side only, and moral education proper which touches upon the emotional side, developing and cultivating the feelings and the will power of the pupils.

In France the teaching of necessary moral conceptions is organized better than in any other country. It is introduced as a regular subject in the curriculum of all the schools, the instruction being in the hands of specialists who base their ethical conceptions upon positive science. Therefore the children obtain a definite code of morality. The text-books used deal with the duties of a citizen to his family, to society, and to his mother country, impressing upon his memory principles of truth and justice. This instruction has a positive bearing upon the morality of the young.

Special attention is paid to the development of patriotic feelings. The idea of cosmopolitanism is considered wrong and dangerous. To say that the world is one's country means to lessen love for the mother-country, a love which ought to be predominant with every one. Due to this national education mainly, the average Frenchman of to-day is certainly a patriot, whatever else he may be.

BORIS BOGEN.

Schools in The transvaal.

We have read articles and studied pictures *galore* concerning the country, religion, social customs and almost everything else of the Transvaal, but very little has been said about the Boer schools. A recent number of the *Pedagogische Monatshefte* throws a little light on the subject, and from this magazine as translated for the *Interstate School Review*, the following is taken:

"The Boer, having himself no very high ideal of education, does not care to do much in this line for his children. As he does not like to miss his children from the farm for any length of time, and as he also has no great confidence in the teachers who come from Holland to teach in the schools established by the government, the Boer always, so far as his means will let him, has private teachers for his children.

"The general idea is that three or four months' school a year is enough for a child. This being true, the private teacher cannot complain of too much to do. He is

paid about thirty dollars a month above all expenses, and when, as is sometimes the case, his classes are joined by a neighbor's child, two dollars and a half a month is paid to him in addition to his regular salary. The teacher is fortunate in always having a riding horse placed at his disposal. All in all, his life is fairly agreeable.

"But not every Boer can afford a private teacher for his family. Care is also taken of the education of the poorer classes. In Orange Free State education is compulsory. Books are sold by the government at cost. Provision is made by the government not only for city and village schools, but also for so-called moving schools. These are schools established at any place where ten or more children can be gotten together. As soon as the requisite number of children is gathered, the government sends a teacher, to whom a salary of fifty dollars is paid. These schools can be moved about to suit the convenience of those concerned, provided they remain at least five miles from a city school. Tuition is charged in proportion to the ability to pay. Those too poor to pay at all are exempted from these charges, and the state even provides for the payment of a part of their board.

"Common schools teach only the most elementary branches. In the higher schools are added grammar, drawing and English, but in all the schools knowledge of the Bible is taught. Each district has a school board of three or four members. They are expected to visit all the schools of the district once in three months. There is also a State inspector of schools, who makes his rounds and gives examinations once each year.

The German Ph. D.

The requirements of German universities for the degree of Ph. D. are given by a writer in the *University Correspondent* (London). Tho the regulations vary slightly in the twenty-two universities of Germany, the seven of Austria, and the four of Switzerland, the general conditions are as follows:

1. Proof that the candidate has studied for three years at a university.
2. A dissertation on some subject approved by the faculty.
3. An oral examination (nearly always in German) on the branch of learning from which the subject of the dissertation is taken (*Hauptfach*), and on two other branches selected by the candidate (*Nebenfächer*).
4. A fee of about seventy dollars.

The following is the list of subjects from which the three *Fächer* may be chosen in the philosophical faculty of the University of Heidelberg. With slight differences of detail it may be regarded as applying to all German universities:

1. Philosophy. 2. History. 3. Indo-Germanic Philology.
4. Classical Philology. 5. Archaeology. 6. Semitic Philology.
7. Indian or Iranian Philology. 8. German Philology. 9. English Philology.
10. Romance Philology. 11. Political Science and Politics. 12. Political Economy and Finance.

In the faculty of natural science and mathematics the subjects are also grouped in similar comprehensive sections. The faculty can slightly modify its requirements by accepting some important branch of the *Hauptfach* as a *Nebenfach*.

Information as to the special requirements of any university may be obtained on application to the Dean of the Faculty (*Dekan der Fakultät*). In the case of candidates not of German origin, or who have not spent the required three years at a German university, the faculty uses its own discretion in deciding how far the previous education is of a satisfactory nature. In any case, the candidate must forward, with his application (*Gesuch um Zulassung zur Doctor-promotion*) a brief summary of his career. The dissertation, if accepted, must be printed at the candidate's expense, and modifications required by the examining professors must be introduced into it. If

his dissertation is satisfactory, the oral examination is more or less formal, the idea being that the professors under whom he has worked can form a better opinion of his merits from their experience than from answers to any particular questions.

It will thus be seen that the foreigner, even if his credentials are accepted, is at a considerable disadvantage. Indeed, unless he is really a man of striking ability, or has already published meritorious work, he must be prepared to spend a few terms at a German university and get into touch with German methods of work. If, on the other hand, he is already favorably known to any influential professor, the way will be made much easier to him. The use of the German language is usually optional in writing the dissertation, but this depends on the professor to whom it is submitted.

The detailed conditions for all universities in German speaking countries have been collected and published by Baumgart: *Grundsätze und Bedingungen der Ertheilung der Doctorwürde bei allen Facultäten der Universitäten des deutschen Reichs* (Berlin, 1892).

A few words in conclusion as to the intrinsic value of the degree. Instruction in science and in philology has reached in Germany a pitch of perfection which makes it highly advisable for serious students in these subjects to work at a German university. The knowledge of scientific methods thus acquired is of infinitely more value than the degree itself. The dissertation is supposed theoretically to constitute an original contribution to the advancement of learning; in the majority of cases it is merely a laborious and minute compilation of a set of facts drawn from a limited field connected with some special subject. In fact, the chief merit of an average dissertation is that it supplies a mass of material for the use of later workers in the same field.

Classification of a Library.

Harriet B. Prescott explains, in the *Columbia University Quarterly* for March, the process by which a library book is cataloged and given its proper place in accordance with modern methods, on the shelves. That this is much more complicated than the old-fashioned arrangement of numbering, can be readily seen. The Dewey system, which with some modifications is in use in the library of Columbia university, starts out with ten general classes, numbered, says the writer, from 0 to 9 as follows:

0 includes General Works.	5 includes Natural Science.
1 " Philosophy.	6 " Useful Arts.
2 " Religion.	7 " Fine Arts.
3 " Sociology.	8 " Literature.
4 " Philology.	9 " History.

"Each of these large classes," she continues, "is subdivided into ten smaller ones; each of these again into ten; and so on almost *ad infinitum*—until a book on the most highly specialized subject has its own number and distinct place on the shelves. To illustrate: Take the number which represents an eclipse of the sun—523.78—and dissect it. The 5 stands for natural science; of its ten sub-divisions, 2 stands for astronomy. This again is subdivided into ten, of which 3 covers descriptive astronomy. The number now stands 523; and in a small library, with few books on a subject, these three figures, representing the grand divisions of the subject, might be sufficient. In a large collection, however, where a book on the eclipses would be lost among the mass of books on descriptive astronomy, the decimal point can be added to separate this complete number from still further subdivisions, and the process may be carried on. Descriptive astronomy is divided into ten classes, of which 7 stands for the sun; and this again into ten, of which 8 stands for eclipses. Now the classification stands complete—523.78.

"Few people, outside of library circles, have any adequate idea of the amount of work necessary to place a

book on library shelves. Perhaps it would be interesting to give the history of a book in our own library, from the time it is ordered until it finds its resting-place on the shelves or in some impatient reader's hands. Let us take, for example, John Fiske's "Civil Government in the United States." The order department, receiving an order for the book, first of all looks it up in the catalog, to see that it is not already in the library, and among the order-files, to see that it is not already ordered and on the way. It is then listed in the order-book, and given an order-number and date; and also entered on the account-books, under the fund from which it is to be bought. The order-card goes then to the bookseller, who makes a record of it and returns it at once; and it is filed with other outstanding orders. When the book is received, the order-card is taken out, dated, and the price of the book is penciled thereon. It is then checked on the order-book and, on the fund list—that is, the entries for that order are marked with date of receipt and price; and, finally, it is filled with the received orders, while the book is handed to a clerk to be entered in the accession-book.

"The book is now sent to the basement, where one of the pages cuts the leaves, pastes in the book-plate and the pocket and embosses it—that is, stamps upon the title-page and upon each plate-page, or full-page illustration, the mark of ownership. The next step is to send the volume to the cataloger, whose business it is to look up all information necessary for the author-card, and for any editor-, translator-, publisher-, or series-card that may be necessary. In the book which we are considering, the author-card fills all requirements. When the materials for the formation of the author-card have been collected on a slip of paper, a rough entry of the author (name and date of birth), title, place, and date of publication, size and paging is made; and the book and the slip are sent to the reviser, who carefully examines them, to see if the entry is correct and complete in form. The reviser then adds the information necessary to form the subject-card, 'United States Constitutional History,' which in the case under consideration is required, in addition to the other card. The book is then classified in accordance with the scheme which has already been outlined, the number being 342.973. But there may be a hundred constitutional histories of the United States in the library, each bearing this number. To distinguish this particular book, a number taken from the author's name is placed below the class-number, the whole forming the 'call-number' of the book, written thus:

{ 342.973
{ F54

This call-number is likewise indicated on the slip, and the book and the slip again move on, this time to a copyist.

"The cards which the reader finds in the catalog are now prepared from the slip. The call-number is then copied on the book-plate; the book-card, used afterwards to record the loaning of the book to readers, is written; and everything is sent to a proof-reader. The proof-reader compares the slip and printed cards, notes whether the book is marked correctly, slips the book-card into the pocket, and sends the cards to the head cataloger. Here they are revised for the last time; and the subject-card, now ready for the catalog, is put there at once by a young man who devotes most of his time to that work. The author-card, however, is sent to the shelf-lister to be entered in the 'shelf-list,' or complete list of the books in the order of their classification—a record which, since it corresponds with the arrangement of the books on the shelves, is invaluable in making the annual inventory. This completes the history of the card, and it now goes to join its comrade in the catalogs.

"The cards having found their resting-place, we may go back to the book, which was left in the proof-reader's hands. She sends it to the gilder, who puts upon the back in gold letters the call-number. The supervisor of the shelf department then sees that it reaches its proper place on the shelves."

Round Table of the Editors.

Log School-Houses.

It is said that that there are fully fifteen thousand log school-houses in Kentucky to-day, and that these houses are without blackboards or desks, the seats being made of split saplings, with the wide side up, supported by pegs driven into holes bored in the lower sides. The majority of these houses have stick chimneys, and many of them but one window. Kentucky is farther behind than we imagined. If more attention were given to the improvement of the schools and school-houses and a little less to the fine stock, it would help the reputation of the state greatly and be of inestimable benefit to the children.—*Missouri School Journal*.

What Does This Signify?

Last year when New York found her facilities for children in the lower grades far below what was required it was arranged that half the children of certain districts should attend in the forenoon and the other half in the afternoon. This was not entirely new, but it was at least surprising to find that the children thrived just as well, intellectually, upon a half as upon a whole day of school. The discovery was almost or quite an accident. But just now Prin. F. D. Boynton, of the Ithaca (N. Y.) high school is attempting to show that a single hour per day for a child is as good as five. Mrs. Sara D. Jenkins who has charge of the class declares that the experiment is a success, tho she has tried it under the most favorable conditions, with small classes of twelve pupils each. The immediate benefits that would follow the general adoption of greatly shortened hours for little children can hardly be estimated. Among them we should have to count a large saving in money, more time for personal attention by the teacher, reduced danger to health from crowding and bad ventilation, reduced danger of crushing out the child's spontaneity by long imposed restraints, the larger opportunities for parents, since the child would be at home more of the time, and a total disappearance of the nervous strain imposed upon the teacher by requiring her to hold in check a room full of tired and restless children. Can it be that we have been so prodigal of strength and time?—*Inland Educator*.

How About the Schools?

The *Chicago Tribune*, commenting editorially upon the Alton road's rule, says that the great railroads have no use for even moderate drinkers, for such men are "unsafe" and "unreliable," as their heads are likely to be "muddled," greatly endangering the traveling public.—*Michigan School Moderator*.

They Don't.

"It is putting the truth mildly to state that of all American institutions that which deals with the public education of our children is the most faulty, the most unintelligent, and the most cruel."—*Edward Bok*.

No, they do not realize it, because they do not believe it. We often have heard of the thousands slaughtered by the "infernal cramming system," but except as pen and ink sketches in the columns of some imaginative editors, we have not yet seen them. We do realize, tho, that children's parties, midnight revelries, and cigarettes are responsible for nearly all the wrecked nervous systems which are charged against the public school. It is not "putting the truth mildly," but recklessly, to say that our system of public education is "the most faulty, the most unintelligent, and the most cruel" of all American institutions. Editor Edward Bok needs to be born again.—*Western School Journal*.

Too Much Talk.

A fault of many teachers is too much talk. They multiply words without knowledge, to the confusion of the learners' minds. The case of the boy who said, "I can understand the lesson well enough, but it's the teacher's explanation of the lesson that troubles me," probably has a good many parallels. The good teacher is economical of speech. His words are few and well ordered.—*Ohio Teacher*.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MARCH 31, 1900.

President Eliot and Electives.

On March 20 Pres. Charles William Eliot, of Harvard, celebrated his sixty-sixth birthday. The thirty-one years during which he has been at the head of America's oldest university have had a wonderful and far-reaching influence upon the character and scope of higher and secondary education, and the grammar school curriculum has also been considerably affected. President Eliot has been and continues to be an educational power in this country.

It is difficult to single out any one thing as the greatest good accomplished by his leadership. Most observers of his work would probably point to his success in establishing elective systems in the colleges. However, from a purely educational standpoint, his theory of election has not been an unmixed blessing. In fact it has proved in several instances a very mischievous plan, reducing institutions that ought to be laboring for humanitarian ends to mere fitting schools for specialists. It would be interesting to trace how much too early specialization resulting from election has been responsible for stunted and arrested development, and how many young people have been shut out from opportunities of obtaining a right and broad outlook upon life by being too early deprived of educational guidance.

But perhaps we ought to consider that a reformer, in order to be successful, must always strike for a point far beyond the place to which he can hope to bring his followers, especially the unwilling ones. It may be that President Eliot himself does not favor the adoption of his plan with its logical consequences, even the most primary ones. At any rate the entrance requirements at Harvard are such that they permit of very little free choice of studies in the preparatory course.

One decidedly harmful condition favored by the elective system is that transmission of knowledge rather than culture and character development is being regarded as the object of the college. Why is it that the class-work is largely and in some cases wholly left to young tutors who have not as yet been graduated from the school of elementary life experiences, who are still in a vacillating state of mind, whose characters are still in process of formation? Is it not because the educational duty of the college is being disregarded? Mere transmission of knowledge can be managed by a raw recruit as well as by a man whose mind and heart and character are sources of inspiration and strength. Moreover it is cheaper for the college to let six hundred-dollar tutors carry the boy thru the curriculum. But what a price the boy is paying!

And yet the principle underlying President Eliot's plan of electives is a just and timely one, just, in that it has tended to break up the rigid system continued almost unchanged from the time of Sturm to this day; timely, in that it helped on the needed enrichment of the courses of study in schools of all grades. Sturm's plan was suited to the boys of the sixteenth and seventeenth cen-

turies, but is as much out of place to-day as the rack would be as a substitute for the oath. Something was needed to enable the teacher to meet the educational needs of the modern pupil in a more individual and efficient way than could possibly be done with the old narrow and uncompromising bill of fare of classic marrow bones and mathematical crusts. If the educational teacher had been retained, the change would have been of highest benefit.

Some time in the future we hope to speak more in particular of President Eliot's really great work for education.

War and Education.

The population of the United States was estimated to be Jan. 1, 1900, seventy-seven million. It cost to run the government 700 million dollars, \$9.21 *per capita*, —the costliest year in our history. The war department cost 232 million dollars, the expense usually being only 50 million dollars. The money spent for public education in 1898 was 193 million, or \$9.00 for each of the twenty-one million persons of school age.

A Significant Test.

The appearance of nature study, among the things to be considered in school, does not seem to have aroused the opposition that met manual training. The old curriculum had been broken into; its advocates saw that changes were inevitable and they ceased their opposition. Most normal schools have placed nature study among the subjects to be taken up by those preparing to be teachers. In the Philadelphia normal school, for example, plants, fruits, ferns, growth of seeds, buds, etc., are carefully studied; insects, as the locust, beetle, bee, spiders, fishes, and birds are watched and written about. All of this is to prepare them to conduct the work in the school of practice. Have the children study plants and animals in a similar manner. Keep a record of the weather, make excursions visiting quarries and gathering specimens of the rocks, minerals, and soils. It is not expected that the children will obtain much information, but that they will be trained to see and obtain some idea of the office of the weather, the atmosphere, the soil, and the water, on life.

There are still many teachers who begrudge the time consumed by nature study. They believe that the three R's are sure to suffer and have no patience with those who brush aside this important consideration. That reminds us of a principal of a primary school in New York who protested strongly, several years ago, against additional studies, on the ground that 750 of the 1000 children in attendance got no more education than was obtained in his school; and that hence the important thing was to press hard on language and numbers. That same principal was converted. Now he declares that the important thing is to have these 750 go out with desires to know more about the world in which they live. Here is a neglected field of inquiry: How many out of the 750 will throw down their books when they leave school and do no more investigating and thinking? The answer will show what the teaching was worth.

Wholesale Resignations.

Without mentioning names *Vogue* for March 15 makes some comments on affairs at Cincinnati university which are interesting, especially from the fact that they come from outside exclusively educational circles. The request for the resignation of the entire faculty "not being to the liking of prominent citizens," says the writer, "a committee was appointed to investigate the president's procedures and report thereon. The writer adds that according to this report, the president, who has had his position for a year, has never, during that time, had a meeting of the faculty for the purpose of conference as to any change of any kind that he might wish. It is further alleged that he has never visited any of the classes, nor heard a single recitation, nor in any other way tried to acquaint himself with the workings of the university.

Neither did the president, it is claimed, prefer charges against the professors he sought to depose, but most discourteously did he summon the faculty (employing the janitor as his messenger) to repair to his private office. Arrived, it was imperiously demanded of the professors that they individually sign already prepared resignations. This attitude of command not terrifying the faculty into submission it is said that the president then tried persuasion, and promised that if they would only sign and regard the whole transaction as confidential, he would use his powerful influence to obtain them appointments elsewhere.

Judging from the caustic references to him in the report of the citizens' committee, there are troublous times ahead for the man who would an autocrat be.

Educational Articles in Current Magazines.

Academic Freedom—Elmer E. Brown. *Educational Review*.

Better Articulation of Our School System—M. V. O'Shea. *Journal of Pedagogy*.

Cross Education—E. W. Scripture. *Popular Science Monthly*.

Culture Epochs Theory in Education—Edgar James Swift. *Journal of Pedagogy*.

Diet of School Children—John L. Heffron. *Journal of Pedagogy*.

Education of the Feeble-Minded—Kate Gannett Wells. *New England Magazine*.

Foreign Interest in American Schools—A. T. S. *Education*.

Medical Aspects of Child Study—Elizabeth Jarrett. *Educational Foundations*.

Musical Possibilities of Country Schools—Charles Lagerquist. *Music*.

Patriotism in the Public Schools—Homer E. Perrin. *Education*.

Reading for Children—Sherman Williams. *Educational Foundations*.

School and Library—William E. Foster. *Educational Review*.

School System of Pennsylvania—Lewis R. Harley. *Education*.

Study of History in Schools—George E. Howard. *Educational Review*.

To Teachers of English—Samuel Thurber. *School Review*.

Training Individuality in College—H. de F. Smith. *Educational Review*.

Training of Secondary Teachers—M. V. O'Shea. *School Review*.

What Education is Doing for Civilization—W. T. Harris. *Educational Foundations*.

Editorial Letter.

St. Augustine.

It was so strongly impressed upon me by indulgent readers that my hastily written letters in *THE JOURNAL* were read with interest, that I feel myself obliged to sit down this very pleasant morning and take pen in hand when otherwise I would be wandering around the streets of this quaint old town. It was freezing weather when I left New York by the Southern train; in six hours windy Washington was reached; twenty-four hours brings one to Jacksonville; another hour and St. Augustine is reached.

I look from my window and see young negro boys with bare feet, men digging in the gardens, violets are blooming, ladies with white dresses sit on the piazzas, the mocking bird utters his curious notes in the trees, the golf players, both men and women, are perpetually playing, and sail boats with pleasure parties are skimming over the waters of the bay.

All of these things and many more indicate the great difference in climate between New York and St. Augustine. Why go to Florida? is often asked. The answer is that the climate here is such that one can be out of doors twelve hours of every day. The sunshine is a remarkable feature; it begins suddenly and powerfully about six o'clock and hardly a cloud appears to oppose it until six in the evening and then it as suddenly stops.

The late storm at the North (March 13), brought the mercury down to 42 degrees here; it is one of the remarkable features of Florida climate that these lower degrees are so keenly felt; at 32 it seems almost impossible to keep warm. Many houses are built on the supposition that 32 is never to be reached, and those who inhabit them suffer while the cold lasts.

There is much speculation as to the final result of the cold weather that seems to have permanently invaded Florida. In 1837 oranges were cultivated in Charleston, S. C.; orange trees as large around as a barrel existed in Georgia; the freezing weather of that year destroyed them down to the Florida line. In 1885 the cold weather destroyed the orange trees in northern Florida and since that time there have been so many recurrences of cold weather that it is generally believed that oranges can be grown only in the extreme southern part.

One of the great attractions in St. Augustine in 1885, the year of my first visit, was the numerous fine orange groves to be seen everywhere. They produced much wealth; one owner expected to receive \$12,000 annually for his crop. These trees have all been destroyed and even the new shoots that sprung from the roots were this winter cut down by frosts. There is a disposition to look to Cuba, Jamaica, and Puerto Rico for oranges.

But the climate remains as valuable as ever for the tourist or the health seeker. As I have stated, the strong sunshine enables one to sit outside much of the time; if it is a little cool the southern piazza is selected. As in California, rooms on the southern side of the house are preferred. There are to-day 100,000 people in the North that should live at the South; I do not now refer to consumptives. There are various bodily ailments, mainly pertaining to the throat, that disappear when this latitude is reached.

St. Augustine is not particularly preferable as a health resort. It is on the sea coast, and sea winds are sometimes strong and sharp; but people have settled here since 1565; the implements of the present civilization are here, as well as the evidences of another unlike it which give rise to much speculation. These add their attractions to the climate and fill the hotels and boarding houses with visitors.

A. M. K.

Letters.

A Summer Vacation in Europe.

The matter of parties, baggage, and wearing apparel having been considered in a previous letter published in THE SCHOOL JOURNAL for March 17, several other important points present themselves, among which the question of fees stands first. No one without experience in European travel and customs, and particularly without knowledge of the language of the country, can travel alone with any comfort or satisfaction, without some knowledge on this point. He is liable to pay dearly for his ignorance; either he gets the most wretched service or no service at all; he will be exposed to extortion, have his baggage mislaid or roughly handled, get public beatings from cabmen, and suffer many other annoyances.

Feeling is universal and necessary. In some cases waiters or servants receive little or nothing from their employers, often even paying themselves for the places they hold. Thus they depend for a livelihood either largely or exclusively on the fees they receive. Even where service is charged for in the bill, some slight fee is usual, especially if the service has been satisfactory. The cabman expects his *pour-boire* as much as his fare. At the hotels there are the waiter, the head waiter, the porters, bell boys, the head porter, and the chambermaid; at the station are the hotel runner or station porter and his helpers, the railway guard, etc., and there are guides or attendants elsewhere. One sometimes becomes tired of it all, tho if one rebels and vows never to give another tip to anyone, one is soon sorry for it, and is quickly convinced that in Rome it is advisable to do as the Romans do. Americans are looked upon as possessed of plenty of money, and more is expected or demanded of them than of others, unless they show that they are informed as to what is customary in each case.

Of course those who travel with an organized party are relieved of this very troublesome question of fees, as (except fees on the steamships), these are generally included in the cost of the tour, unless there should be extra personal service, not necessary for the safe and comfortable conduct of the party.

Never pay fees until the service has been rendered. Your attendant is very likely to lose interest in you after he gets his fee, unless he thinks he can count on another final one.

Steamer Fees.

On the steamship the fees depend somewhat on the service you demand, and on the class of steamship you travel on. More is expected on the first class, fast ships, than on the slower ones. First, there is the room steward, or stewardess, to whom \$2.00 to \$5.00 is usually paid, \$2.50 being a fair average. Next is the table steward, to whom a similar amount should be paid. The deck steward is a most useful and usually hard worked attendant. He takes care of and places each day your deck chair, rugs, and pillows, serves you on deck twice daily with light luncheon, and brings meals on deck to those unable to go to the dining saloon below. He expects \$1.00 to \$2.50 or more, according to your demands upon him. The bath steward prepares your bath, and calls you in proper time for it. He expects \$1.00 to \$2.00. The smoking-room steward expects something, and "boots," if used, is not to be overlooked. Altogether, a person can estimate the fees on shipboard to come up to from \$5.00 to \$10.00 each way, depending on the ship and upon the demands made.

In Europe.

At hotels on the continent, in France, Belgium, and Switzerland, one may give about fifty centimes to one franc per day to the waiter at table, and about the same to the head waiter, tips to be given at the last meal.

The head porter is a very important personage. You

are more largely dependent on him than on any other one person. The getting of your baggage to and from trains, and to and from your room, promptly and in good order, depends upon him. For the obtaining of carriages, the proper charge for the same, and for information of all sorts you are under obligation to him. Fee him after the trunks are ready to be put on the bus, or have been put on, for the train. For a stay of a day or two, give him one to two francs. For lesser service from ten to twenty centimes is sufficient, according to its nature.

At restaurants about ten per cent. of the bill is expected at least. In passing baggage at customs offices a fee will expedite matters, and prevent too great an upheaval in one's careful packing.

In Italy the French system of coinage is used, the lira corresponding to the franc, and the centesimo to the centime. The fees should be about the same or a little less rather than more. In Germany the mark is the principal coin. It is equal to twenty-five cents in our money, and is divided into one hundred pfennigs. Where a franc is given for a fee in France, Belgium, or Switzerland, a mark would be given in Germany, and where ten, twenty, or fifty centimes would be given, an equal number of pfennigs would be given as fees in Germany.

In Holland the florin is the principal coin, equal to forty cents of our money, and divided into one hundred Dutch cents. A half a florin, or fifty Dutch cents may be given for a fee, where a franc would be given in France. In England, a shilling or a sixpence may be given where a franc or fifty centimes would be given in France.

Any one traveling abroad should thoroughly familiarize himself with the various nickel, silver, paper, and gold money of each country visited, and as he has frequently to exchange the currency of one country into that of another, he should be able to quickly translate values. By traveling with an organized party he is relieved of much of this trouble with currency.

In another communication one or more attractive trips will be outlined.

WALTER S. GOODNOUGH.

Director of Art Instruction, Public Schools.

Borough of Brooklyn, City of New York.



Oscar Browning.

In the Encyclopedia Britannica is an article on Education by Oscar Browning, and in it he says: "There are several histories of education published in America but they are worthless." I read Mr. Browning's "Theories of Education," published by E. L. Kellogg & Co., with much interest and have much respect for the author. The article in the encyclopedia, however, I do not deem equally worthy.

And this leads me to say a word regarding the Encyclopedia Britannica. I would advise no teacher to own it; its value is overestimated. It may be well for libraries to own it, but very many of the articles will soon be out of date. A small cyclopedia in one volume is better. Moreover, books that treat of the subjects one wants can be purchased. To own thirty volumes in order to get what one needs and then have to buy books besides is burdensome.

EUGENE MERRILL.

Richmond.

"There is no little enemy." Little impurities in the blood are sources of great danger and should be expelled by Hood's Sarsaparilla.

THE SCHOOL JOURNAL

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The Busy World.

Russia and Turkey at Odds.

The latest rumor of war comes from a somewhat unexpected point. Warlike preparations are making in South Russia, and nearly 250,000 troops have been mobilized for active service. The Black sea squadron, with transports, are held in readiness.

The cause of all this preparation is said to be the strained relations between Russia and Turkey. If Turkey, backed by Germany, should refuse Russian demands in Asia Minor serious trouble may ensue. The Russian garrisons in the Caucasus and along the Armenian frontier have been increased fourfold and equipped for active service.

The South African Situation.

Very few active movements are reported from South Africa at present. Since the capture of Bloemfontein General Roberts has been engaged in clearing the country to the south and getting the railroad in working order so that he can accumulate supplies from Cape Colony. The distance from Bloemfontein to Pretoria is nearly three hundred miles and if the British army is to get there it must be sure of food and other necessities. The farther north the army goes the harder the supply problem will be. It has been hinted that the commander was collecting large stores at Bloemfontein so that his operations would not be affected if the railroad should be cut south of that point.

Commandant Olivier and his 5,000 men that are trying to get to Kroonstad thru the eastern part of the Orange Free State are likely to succeed. Gen. French has been trying to capture them and their chance of escape is said to be due to the worn-out condition of the British cavalry horses. Ten thousand more horses have just arrived at the cape.

There are 20,000 Boers guarding the passes of the Drakenberg range. They have removed their big guns from Biggarsberg and their transport trains are packed at Newcastle in readiness to hasten their retreat in case such a step is necessary. Everything points to the concentration of Boer forces at Kroonstad and a great struggle there.

Loss of Life in Coal Mines.

The annual report of James Roderick, chief of the Pennsylvania bureau of mines and mining, shows that from 1870 to 1899, 9,575 lives were lost in and about the anthracite coal mines of the state. He attributes the great loss of life not to defects in the mine laws or negligence of the inspectors but mainly to carelessness of the employees.

Acre Wants Independence.

The small state of Acre, situated in the wilds of the upper Amazon on the borders of Bolivia and Brazil, is causing the Bolivian and Brazilian governments much trouble. The chiefs have requested the withdrawal of all the Brazilian forces, asserting that free Brazilians will never become Bolivians. The Brazilian troops have intervened in favor of Bolivia, notwithstanding the fact that most of the inhabitants of Acre are Brazilians. The government of Acre has sent diplomatic notes to the governments of Austria-Hungary, Germany, Italy, Great Britain, France, Spain, Switzerland, and Portugal, requesting them to recognize the independence of the new state.

New York's Underground Road Begun.

On March 24 Mayor Van Wyck, of New York city, threw out the first shovelful of earth with a silver spade, at City Hall Park, for the underground railroad. The city was gaily decorated for the occasion and thousands witnessed the ceremony. Contractor McDonald says that the work on the tunnel will be rapidly pushed and

that he hopes to have the road finished in three years. No workmen except American citizens will be employed on the road and politics will be allowed to play no part in the construction.

Immigration From Europe.

The report of the immigration for the closing quarter of 1899 shows that the southern Italians still retain the lead in immigration, the arrivals of that race being nearly one-fourth of the total. There were 18,149, or 24.2 per cent., of that class who landed during the quarter which ended last December. Next in the numerical order come the Hebrews, with 10,076 or 13.5 per cent.; then follow the Poles, with 6,401, or 8.5 per cent.; Slovaks, 6,226, or 8.3 per cent.; Germans, 6,118, or 8.2 per cent.; Scandinavians, 4,436, or 5.9 per cent.; Northern Italians, 4,140, or 5.5 per cent.; Irish 3,746, or 5 per cent.

Scholar, Reformer, and Philanthropist.

One of the most noted Jewish scholars in the country, Dr. Isaac M. Wise, rabbi of Plum street temple, Cincinnati and president of the Hebrew Union college, died of paralysis on March 26. For half a century he had been regarded as the leader of progressive Judaism in this country.

He was born in 1819 at Steingrub, at the foot of the mountains of Bohemia, not far from the frontier of Saxony. After passing thru the university and the Jewish theological seminary at Prague, and having charge of a congregation for a short time, he came to America.

In a sermon preached some time after he came to this country he voiced the spirit of his subsequent work: "Religion is intended to make men happy, good, just, active, charitable, and intelligent. Whatever tends to this end must be retained or introduced. Whatever opposes it must be abolished." This was taken to mean a war against meaningless formalism.

He made Cincinnati the center of the new Jewish reform movement and began the publication of a weekly paper *The Israelite*, the name of which was afterwards changed to *The American Israelite*. In the years that followed many historical and other works came from his pen. His advanced ideas were fully realized in the founding of the Hebrew Union college in 1873.

Dr. Wise was ever ready to champion the cause of oppressed Jews. He visited President Buchanan to protest against the treatment of his co-religionists by Switzerland. He was at the head of a delegation which asked President Hayes to protect the rights of American Jews in Russia.

A Burning Arctic Cliff.

Prof. Andrew J. Stone, a scientist of New York city, has just returned from an exploration of the Northwest coast of America, along Franklin bay, during which he traversed more than 1,000 miles of coast line hitherto unknown. The most astonishing thing found was twenty miles of burning coast line (in longitude 128, west) within the Arctic circle. The cliff rises directly from the sea to a height of from twenty to 2,000 feet, and along its whole extent was one mass of burning lignite and dense clouds of smoke. For some distance inland there was no snow, showing that the heat underneath was so great as to melt it. Prof. Stone believes that these coal beds have been burning for hundreds of years.

Conspiracy in Brazil.

Brazil is still having trouble with the monarchist faction. Recently a plot was formed to seize President Campos Salles and other members of the republican government. The plot was revealed by one of the conspirators. Later it was discovered that the same persons who caused the strike of conductors and drivers in January were the engineers of the present plot. Col. Pinto Paça, of the regular army and others were arrested. It is said that part of the army was ready to follow Col. Paça and part of it was loyal to the government.

The Educational Outlook.

Mother Goose in Boston.

BOSTON, MASS.—Mr. Charles Welsh lectured before the Eastern Kindergartners Association last Tuesday at Tremont Temple, on the subject of "Mother Goose—the Rhymes and Jingles of all Nations Compared and Considered Historically, Psychologically, and Pedagogically."

The lecturer began by speaking of the origin of Mother Goose, and the probability that these rhymes were first collected by Oliver Goldsmith when working for John Newbury. He referred to the various uses to which they had been put for purposes of political and social satire, and tracing the history of the successive editions of Mother Goose, took occasion to demolish the Boston myth which attributes the rhymes to a certain Mrs. Goose of that city. He quoted several of the earliest references to the rhymes which are scattered in other books, to show their great antiquity and widespread distribution, and pointed out the characteristics in them which have made them live in the minds and hearts of mothers, nurses, and children for centuries.

After dwelling upon the universality of the essentials of the rhythmical, or sound sense value, for the children, the content of the story, or the nature of the mother play or child play in the nursery rhymes of all nations, Mr. Welsh proceeded to quote examples of the French, German, Dutch, Italian, and Danish rhymes, in order to show the resemblances between them, and pointed out that these are closer and more numerous as the rhymes are suited to the earlier stage of the development of the child, and that they differentiate more, and become fewer as they are suited to older children.

The psychological and pedagogical aspect of the nursery rhymes was next dealt with, the lecturer pointing out that their pedagogical value depended upon their psychological elements. They aided in developing the sense of rhythm and of rhyme, and in stimulating the imagination. He said, in conclusion that a careful study and analysis of the Mother Goose rhymes and jingles shows that not only do they fall naturally into four great divisions of mother play, mother stories, child play, and child stories—but there is a logical order in which each section may advantageously be presented to the child—an order which, by the way, the mother-instinct almost always finds out without any consciousness of following a law. The mother may generally be safely trusted to present them to the child in the natural order of the awakening of the child's interest and intelligence. She is not governed by the hardness of the words, the difficulty of the sentences, or any of the principles of grading which is attempted in school books or by school teachers. For there are certain of these rhymes and jingles which belong to certain periods of the child's progressing acquaintance with the world that lies about him from his infancy, just as certain foods and certain dress are necessary and suitable at different stages of his physical growth.

For example, the mother-play rhymes and jingles which are generally accompanied by movements and gestures, and those which affect the child's own personality—the parts of his body, etc., infants insensibly appreciate and enjoy before they can talk and they naturally are among the first things that they repeat as they learn to talk, and so "Pat-a-cake" and "This Little Pig went to Market" are acted and lullabies are crooned at this stage. After this personal interest, children may become occupied with animals and their doings, first in relation to themselves and then independently, and they will delight in "Ding Dong Bell," "Three Little Kittens," "I Love Little Pussy," etc. Then, or at about the same time, they begin to take cognizance of the flight of time; the days and nights, months and years, sun, moon, and stars, the weather, etc., form appropriately the subject of the rhymes repeated to them. Other children and the people in their relation to the child now begin to attract the awakening attention, and "Jack and Jill," and "Tom Tucker" will have a message for them. Then plays, games, riddles, counting out rhymes, etc., come in natural order, and with his wider experience the infant will appreciate the didactic rhymes, the rhyming alphabets, and will begin to store his memory with the proverbs, riddles, paradoxes, etc.

Following out this idea—proceeding from the known to the unknown, from the simple to the complex, and keeping pace so far as may be with the order and progress of the mental development of the average child, the lecturer has classified and arranged the rhymes and jingles, after considerable experiment and study and conference with some of the foremost students of child psychology. The order may sometimes vary according to the environment of particular children, but he believes that this will be found to be, broadly speaking, the logical and natural order. Such a classification should be welcome alike in the nursery, in the kindergarten, and in the school-room, for it will relieve those who have the care of the little ones from the trouble of seeking for them the different kinds of materials in the order in which they are ready for them, without any attempt at a cast-iron grading—which of course is impossible. He has, however, made some slight attempt, tho this is not insisted upon, nor has it been carried very far, to arrange the rhymes and jingles in each section so as to

follow the child's growing intellectual powers, by beginning each division with the more simple and concrete rhymes, jingles, and stories, and gradually advancing to those which contain more complex and abstract ideas, and he expresses the belief that when the kindergartners get such a collection in their hands they will be as surprised as he was, to discover a wealth of material ready for use that he had never imagined could be found in the heritage of the centuries known as The Rhymes and Jingles of Mother Goose.

Supervision Data for Massachusetts.

A presentation of data regarding supervision in Massachusetts has been prepared by Hon. Frank A. Hill, secretary of the state board of education. It gives with great thoroughness and in tabulated form all the facts ascertainable.

The expense of supervision in the state increased from \$122,087.46 to \$338,564.23 in the year 1898-9. The cost of supervision by school boards thruout the state is less than one per cent. of the total amount raised for school purposes; that of supervision by superintendents, a little over one and one-half per cent.

Of the towns of the state 270 have superintendents, while eighty-three have none. These eighty-three towns contain less than five per cent. of the school population. Practically all the teachers in Massachusetts are subject to the authority of superintendents.

There are sixty-one superintendents who are giving full time each to a group of towns. This system has been pushed hard in Massachusetts. The growth of these district superintendencies is, however, almost at a standstill, not because the towns unsupervised do not need supervision but because concert of action is difficult to attain.

Mr. Hill's report as a whole is worthy of careful study by those who are interested in the present conditions of supervision. Those who wish to study into the subject from its historical side will find all the material necessary in *City and Town Supervision*, by Mr. John T. Prince, agent of the Massachusetts state board. In this are included recommendations that the supervision of schools, as exercised already in more than nine-tenths of the schools of the state, should be extended by law so as to include the whole commonwealth.

Kindergarten Delegates Chosen.

WASHINGTON, D. C.—The Washington Kindergarten Club held a meeting on March 13 in the parlor of the Kindergarten Normal Institute, 1426 Q street. The election of delegates for the annual meeting of the International Kindergarten Union, which takes place in the Borough of Brooklyn, New York, during April, resulted in the appointment of Mrs. Anna Hamlin Wickel and Miss Morgan, of Brooklyn; Mrs. William F. Holzmann and Miss Susan Plessner Pollock of this city.

Dartmouth Adds Pedagogical Department.

A department of pedagogy will be added to the equipment of Dartmouth college at the beginning of the school year, 1900-1901. It will give a year's training for men who hold the bachelor's degree and who wish to prepare for the work of instruction or management in secondary schools.

A summer school for teachers will also be opened on July 5 for a session of four weeks and will be in charge of Dartmouth professors. This enterprise, too, will be specially concerned with secondary education. The laboratories, museums, and libraries of the college will be available for the students.

The Work of Tuskegee Students.

TUSKEGEE, ALA.—Huntington Hall, the new building given to Tuskegee by Mrs. C. P. Huntington, of New York, is rapidly nearing completion. All the work in its construction has been done by the students of the Industrial institute. The plans were drawn by Mr. R. R. Taylor, a colored architect. In this case, as in others where money has been given for similar purposes, the students get the benefit of the training in the various trades necessary to construct such a building, and at the same time they earn money which they use in paying their expenses in school. It is the opinion of experts that Huntington Hall will be a remarkable, solid, and well-constructed building.

History Teaching in Chicago.

Trustee John T. Keating has won in his effort to secure revision of the English history teaching in the Chicago schools. For three months he has employed every influence possible against the text-books now used, alleging that they are overpartial to the British and unfair to the other nations.

Mr. Keating, who is president of the Ancient Order of Hibernians, says that he wants an English history that will tell of the battles of Colenso and Modder river as well as of the victories of Nelson and Wellington. The board has sustained him in the demand and now Dr. Andrews will have to begin a search for the ideal text-book. It is certainly not yet listed.

No Summer School at Clark.

WORCESTER, MASS.—There will be no summer school at Clark university this year. Several members of the faculty are going to Paris; others wish to be relieved of summer teaching. The decision to omit the summer term in 1900 does not mean that it will not be given in subsequent years.

Philadelphia News Notes.

The stained glass window which is to be put up in the new Philadelphia high school in memory of the late Edward T. Steel, president of the board of education, is to be shown at the Paris exhibition. The window, which was designed by Louis C. Tiffany, was ordered three years ago. It has already been exhibited in London.

Blackboard Education.

Prin. Robert E. Thompson, of the boys' high school, has lately spoken disparagingly of the excessive use of the blackboard in modern education. In his opinion the education of the eye has gone so far that the ear is often almost ignored. Language and music appeal to man primarily thru the sense of sound, and it is a cardinal mistake in the teaching of foreign languages to make the appeal to the eye the chief point of attack. In general the method of appeal to all the senses makes the pupil keener and quicker, better able to grasp a problem, and surer of results.

Andover Men Dine.

BOSTON, MASS.—The annual reunion of the alumni of Phillips academy, Andover, took place in Boston on March 20. The principal speakers were Dr. C. F. P. Bancroft, principal of the academy, President Hadley, of Yale, and Dean L. R. Briggs, of Harvard.

In speaking of the relation of secondary schools to the college, President Hadley said in part:

"The problem of whether we shall try to get all boys to go to such an academy or shall shorten the college course to three years for the better prepared students I have no time to discuss, but I must emphasize that the college and school work should be planned together. The same problems come up for the college and the professional schools. It is the same general tendency that is seen in the business world, namely, consolidation. We need an educational trust, a trust strong enough to form a public opinion to meet the questions offered by our complex modern life."

Michigan Items.

Supt. John A. Crawford, of Grand Haven, has resigned. E. P. Cummings, present high school principal, has been elected to fill the place.

Supt. E. A. Coddington, of Alma, will do post-graduate work at the university next year.

F. R. Hathaway, superintendent at Grand Rapids for the past two years, handed his resignation, to the committee on teachers, March 7 to take effect July 1. This was an entire surprise not only thruout the state but even in Grand Rapids and to the school board as well. Mr. Hathaway has accepted a very flattering offer to act as general manager of the Alma Beet Sugar Company and his resignation was for purely business reasons. He will take up his new work August 1, and will make his home at Alma.

Chicago Grade Teachers Indignant.

The grade teachers of Chicago have a grievance. They are to suffer in the five per cent. reduction for the sake of economy far more seriously than are their principals. It is a case of taking from those who have not. The grade teachers were promised an increase last year and another this year. They received neither. Instead they have dropped back just where they were three years ago. They had expected this year to be receiving \$1,000. They will actually get \$825 with the prospect of having one week's pay deducted from that.

Meantime the principals and high school teachers have had increased salaries during the past two years so that, altho they lose by the five per cent. cut, they are still ahead.

N. Y. City School of Pedagogy Notes.

Dr. E. R. Shaw's book, "People of Other Lands," prepared for elementary school work, has recently come from the press.

The last lecture in the special March course was given by Prof. Samuel Weir last Monday evening, March 26, at 8:15 P. M., on "Ethics as Determining the Aim of Education."

The preliminary circular of the University Summer School for 1900 has appeared. The session will be held at University Heights, during July and August. Among the forty courses announced are two on "History of Education," and "Sociology and Education," to be given by Prof. S. Weir and Dr. F. Montener, members of the pedagogy faculty.

The last day for presenting the thesis required of each candidate for the degree of doctor of pedagogy at the university commencement in June will be next Monday, April 2.

Prof. Edward F. Buchner will deliver a lecture before the Philosophical Club of Yale university, next Tuesday evening, April 3, on "Teachers of Philosophy Among Yale Graduates."

The Easter recess of eight days begins Saturday, April 7, at 1:15 P. M., and ends Monday, April 16, at 2:45 P. M. This is a marked change in the school's calendar, which has hitherto provided for the intermission of lectures on Good Friday only, and is heartily welcomed by the faculty and the students.

Dr. Langdon S. Thompson lectured before the Society of the Doctors of Pedagogy last evening on "Form as the Basis of the Space-Arts." This was the first of a special series of discussions of educational problems to be held under the auspices of the society during the spring months.

New York City and Vicinity.

The lessons in English by Bernard J. Devlin, Pd. M., scheduled to begin in March under the auspices of the New York Society of Pedagogy, have been unavoidably postponed.

For Pupils' Health.

The subject of the physical well-being of children was given considerable attention at the meeting of the school board on March 21.

Commissioner Richardson, who is himself a physician, moved that there be each day a recess of five minutes at 10:30 in all the public schools. This is demanded, he claimed, by all considerations of the health alike of pupils and teachers. The matter was referred to the committee on by-laws and legislation.

It was also decided to inaugurate the system of baths in east side schools, previously explained in THE SCHOOL JOURNAL, by opening a needle bath in Public School No. 1, Henry street.

They Oppose Civil Service Rules.

The borough superintendents of New York city are unanimous in their opposition to the present rule governing the selection of teachers. They are now obliged to take candidates in order from the eligible lists. They would like the privilege of selecting according to their notions of special fitness. It frequently happens that when a teacher has to be selected for a downtown school, the person who must be appointed is a resident of Tremont or Van Cortland. Such a candidate must then accept the appointment to an uncongenial position or, refusing it, go to the bottom of the eligible list. The superintendents would prefer to skip around and take names here and there. This would, they believe, be quite for the good of the schools. They have no intention of exercising favoritism.

They have asked help in the matter from the board of education. Whether they will get it remains to be seen.

Supt. Maxwell's Bill.

City Superintendent Maxwell has prepared a bill for the legislature empowering the city superintendent to grant teachers' licenses to graduates of the normal department of the Normal college in the classes of 1900 and 1901. The bill is designed to obviate a temporary hardship inflicted upon the college by a recent decision of State Superintendent Skinner, who says that he can grant licenses only to graduates of normal schools that confer degrees, to training schools that are operated by the board of education and to state normal schools.

There are now in the Normal college about 500 young women who entered the normal department with the expectation that, if graduated, they would obtain teachers' licenses. For them to take the normal school degrees means another year of study after graduation from the normal department. A great many have not made their plans to do this and consequently will have to look outside of the city for schools.

The trustees of the Normal college have accepted the bill as embodying their ideas of justice and will endeavor to secure its passage by the legislature.

Women Appointed Truant Officers.

The following persons have been appointed as truant officers: Mrs. Jennie Walsh, Mrs. Minnie Krakauer, Emily H. Cheney, Elizabeth A. McWilliams. Their salary will be \$900 a year. Properly to enforce the compulsory education law will require, in Supt. Jasper's opinion, more than the twenty-one officers now employed.

Evening School Commencement.

The closing exercises of the East Side evening high school, at Rivington, Forsyth, and Eldridge streets, took place on Tuesday, March 27, at 8:15 P. M. There was an exhibit of school work on the lower floor, in charge of the principal, William C. Hess. The opportunity was an excellent one for those interested in this important branch of education to make themselves familiar with what is being done.

Cigarette Evil Decreasing.

Altho the attempt to get an anti-cigarette bill considered by the legislature at Albany has again failed, friends of the measure may derive some comfort from the reflection that such a bill may ultimately not be needed. The internal revenue report for the year 1899 shows for the New York city district a decrease of more than twenty-five per cent. over the preceding in the number of cigarettes manufactured. It is believed that there has been a decrease nearly as large in the consumption. The hostile attitude of business men toward tobacco and alcoholic stimulants is undoubtedly having an effect upon the rising generation. Many business houses will not employ young men who habitually smoke and drink.

Lecture by Mr. Shinn.

Mr. Victor I. Shinn, of the manual training high school, Brooklyn will present to the Prang normal art class, 3 West Eighteenth street, New York, on Saturday, March 31, at 10:30 A. M., some practical ideas of work in composition, illustrated by drawings by his pupils. Mr. Shinn is so well known locally as a leader in certain lines of art instruction, that the work will be most valuable to all interested in the subject.

Women in Business.

Miss Grace Dodge, of the Teachers college, gave an interesting talk recently to the students of Packard Business college on "The Woman in Business." Among other things she said:

"I had a confidential talk with several business women the other day, and the question came up whether they gain or lose in business. We all decided that they gained. Work develops certain characteristics. Women become stronger and truer; they are prompt and cannot be lazy. They must sink personal prejudices, and, being busy, they have no time to think in a morbid way. They must keep in training to do what their employer wants, not what they prefer. There is one danger, and to avoid that I would ask young men to co-operate with us. We want their respect. Working women will not demand it because they are women, but because they are self-respecting, and no woman should go into work because she can get it for less than a man. It is wrong for women to take positions for \$6 or \$8 that men have been getting \$12 and \$15 for. It is saddening to those who look on to see this tendency to lower wages. Women's work is equal to men's, and they should demand and receive the same pay. The excuse usually is that men have some one to support, but I have yet to see the woman who does not support some one else, too. I don't want women to compete to lower wages. They must remember that they are not only representing women, but men, too—their fathers and brothers. There is one lack I notice among women, as well as men—there are so few who are thoro. They are so anxious to get ahead that they don't take time to prepare for the future. It takes time to make ourselves. Don't think because you can begin earlier at \$3 a week that in the end you will get ahead faster."

Activity of the Berlitz School.

French lessons by the Berlitz method will be given to natives of the French colonies at the Paris exposition. The pavilion of the Berlitz schools will be located between those of the Colonial press and the Alliance Francaise, amid the Malay, Hindu, and Chinese villages. Natives of Siam, Tonkin, Algeria, Morocco, Congo, and Dahomey, brought to Paris by the French government for the experiment, will be formed in classes.

Prof. M. D. Berlitz, the founder of the school, is now in Paris superintending the arrangements. It is twenty-two years since the school was started by Professor Berlitz in Providence, R. I., with five pupils.

Art Presentation in East Orange.

EAST ORANGE, N. J.—On March 21, the students and faculty of the East Orange high school, of which Mr. Lincoln E. Rowley is principal, enjoyed a very pleasant treat. Copies of several famous works of art were presented to the board of education, by some of the pupils in behalf of the school, to be placed on the walls of the high school building.

The class of 1902 presented a plaster cast of Venus de Milo, three feet high, and a photogravure of Hope, from the painting by Burne-Jones. The class purchased the gifts with money raised by their own efforts, in making and selling calendars for 1900. Two members of the senior class presented a number of fine pictures, five of which were given by Mr. Archer Brown; the rest were purchased with the voluntary contributions of the pupils.

The picture of most interest to all present, was that of the Canterbury Pilgrims, a platinotype reproduction in three sections, of a mural painting in Mr. George Gould's home in Lakewood, New Jersey, by Robert V. V. Sewell, and presented to the school by Mr. James B. Dill. The students and faculty of the school had the pleasure of hearing the artist himself. Mr. Sewell told how an artist begins, works at, and completes a production. In the case of his Canterbury Pilgrims, Mr. Sewell said that he first read carefully Chaucer's poem, paying strict attention to the descriptions of dress, customs, and characters of the persons therein depicted. After reading the poem, he chose his costumes and had them made; then he dressed his models, seated them upon wooden horses, and made small sketches of each. He then studied horses in repose, from former masters, from pictures, and from instantaneous photographs. And after studying and preparing for almost three years, he painted a small model of the completed work, ten feet long; and from this by a system of squares, two inches to one foot, he was enabled to produce his final work, which is sixty feet long and eight feet high, in four months.

It has been the custom of the high school for several years past, to make voluntary contributions annually for the purpose of beautifying the school building artistically. During the last four years about \$1,000 has been raised and expended. The students intend to continue the good work.

Jersey City Salaries Increased.

JERSEY CITY, N. J.—The Murphy bill for raising the salaries of Jersey City teachers passed the senate on the last night of the session of the legislature and became a law. The bill has a *referendum* clause attached and will be submitted to a vote of the people at the municipal election on April 10.

This bill substantially increases on a sliding scale, the salaries of all teachers and principals of the city, and its passage has been secured by much hard work. On March 3 more than 300 teachers, together with the superintendent of schools and members of the board of education, went to Trenton on a special train for the hearing of the bill before the educational committee of the senate. Supt. Snyder has been an active and valuable helper in the passage of the bill.

Mental Power an Aim in Education.

"The Development of Mental Power as an Aim in Education," was the subject discussed by the New York Educational Council, at its meeting in the New York University building, Saturday, March 17. Asst.-Supt. A. W. Edson, of New York city, opened the discussion in an able and suggestive paper. He was followed by Supt. Charles W. Deane, of Bridgeport, Conn., and by Dr. A. C. MacLachlan, of the Jamaica normal school.

Dr. Edson prefaced his remarks by complimenting the work of the council, adding that he had a feeling that "down here in New York we haven't enough of such organizations. We hear a great deal to-day about culture as an aim in education," said the speaker. "With that I am in hearty sympathy, but there is another phase equally important—the development of mental power. Culture has been defined as an acquaintance with and an ability to enjoy whatever is beautiful in literature, art, life, and conduct. Genuine culture all approve; but in the multitude of subjects to which we are to-day calling the attention of the child is there not danger of much superficial work? Is there not a tendency on the part of the teacher to do too much in the line of suggestion, leaving too little to be done by the child?" Dr. Edson said he felt that there is some justice in the criticism we sometimes hear that to-day "the child sits still, has its food prepared for it, and forced down its throat, already masticated. Under such conditions it is no wonder children come out of school weaklings." Yet from the standpoint of the child, instead of from the standpoint of the subject, the speaker declared that "there is no such thing as an overcrowded curriculum." What is required is intelligent teaching and proper correlation.

"Dr. Emerson E. White says that education from the intellectual point of view implies three things—knowledge, mental power, and skill. Complete education does more than provide for these three. It includes two other aspects—genuine culture, and the aspiration to be somebody and to do something. President Eliot says that a complete education should include such training as will prepare the student to observe accurately, to record correctly that which is observed, to compare justly the results of his observations and to express cogently what has been gathered by observation and comparison. He is right from the intellectual standpoint. If the fruit of education is not knowledge or power, what is it? It should include also a thirst for knowledge, a capacity for learning, a development that will help the child to assimilate what he gets. The speaker illustrated this by a reference to the study and teaching of history. It is not so much facts that will enable the student to pass an examination that are wanted, as the inculcation of a genuine thirst for the subject of history. "If I can do nothing else but inculcate this thirst, so that in his quiet hours the pupil shall delight in the reading of history, I have taught well. Education, then, from the intellectual point of view, includes, first, the ability to see the conditions; second, the ability to put two conditions together and form a conclusion; and third, the ability to express that conclusion to others—in other words, the mental power to do, to accomplish something; to gather up ideas and impressions and transform them into new phases; to concentrate till something comes from it. And all this necessarily includes thoroughness, accuracy and self-reliance."

"What is the part of the teacher in developing such an education? There are three things that one mind can do for another—that the teacher can do for the pupil. First, the teacher can present the right occasion for the child's learning. He can bring the child into such a relation with the subject that the child can learn in his own way. He can bring the boy into such relation with the subject of arithmetic that power will be developed on the part of the boy to master arithmetic. If the teacher presents the right occasion the child will learn. The teacher must know how to present the subject interestingly. Second, the teacher can direct the child's activity while learning, not suppress it. I would rather teach fifty or sixty children overflowing with animal spirits, than the same number who didn't know enough to make mischief. The kindergarten has the key to the situation. It is not suppression, but direction. Third, the teacher must stimulate the child to its highest activity."

"How can the teacher do this? First, there must be active thinking on the part of the teacher. Activity begets activity. Next, there must be thoro preparation on the part of the teacher for his daily work. The teacher must study to see how to teach the particular subject. He must come into the classroom with fresh preparation. In inspecting a teacher's classroom work I want to see three things—his daily program, his daily plan book, and his monthly progress book. The teacher's plan put down in black and white, whether carried out or not, proves a conscience-quickener. The teacher who so plans will accomplish more than the one who does not plan. Teaching without plan is generally poor teaching."

"Second, we have a right to expect that the teacher will give attention to the right conditions for study on the part of the pupils. It is imperative that he regard the laws of health and comfort, if he is to get the best results from his pupils. There should be regular times assigned for study, and there should be variety in study. The teacher must be definite in assigning the lessons. The pupils must be taught to study thoughtfully,

systematically, independently, energetically and enthusiastically.

"Third, the children must be trained to think. And nothing is better for this purpose than training in intelligent expression. Language is not only a medium but an indication of thought. The reason why a child cannot explain a thing is because he has not the thing clearly in his mind. Let the child attempt to tell what he knows without help from the teacher. Teachers resort too much to the pumping process. At the close of an exercise I want the child to stand up and tell what he has learned without a hint from the teacher.

"Fourth, there must be a particular aim on the part of the teacher in the teaching of every subject. Here, the daily plan book comes in again. As Dr. White says, every fact should be taught in such a way that the power attained by the child will be better than the particular knowledge gained. Try to get the child to master the principle so that he can apply it tomorrow.

"Good teaching implies, first, an appeal to the child's intelligence every time I attempt to teach a particular exercise. It is necessary to teach the child the reasons. I question whether I should ask a child to spell a word if he did not know its meaning. Second, good teaching implies a regard for the law of fundamental self-activity on the part of the child. The teacher should do nothing for the child that he is able to do for himself. Telling is not teaching. Get the child interested to work for himself. Third, in good teaching all subjects should be taught in relations. History should be taught in connection with geography; nature study with reading, language, drawing, etc.; decimal fractions in connection with common fractions. Fourth, if there is to be good teaching the child should be taught in small groups, not in the mass. Give individual instruction as far as possible. I hope in the near future to see our classes made smaller and smaller. No teacher can do his best work with fifty or sixty pupils. Divide the classes, if necessary. Let there be a bright group and a dull group. Give the bright group extra work. The great trouble now is that we put them all into the same hopper to be put thru the same process, and they all come out about the same product."

Supt. Charles W. Deane, while agreeing in the main with Dr. Edson, said that we should not lose sight of the value of acquiring valuable information, in the process of training the child. Attention should be given to developing the powers of observation.

Dr. MacLachlan emphasized the importance of training. "There are too many mind-fillers in the schools and not enough mind-builders," said he.

At the next meeting of the council the subject, "My Philosophy of Education," will be discussed in ten five-minute papers by the following: Dean James E. Russell, of Teachers college, New York city; Supt. E. L. Stevens, Queens; Prof. R. S. Keyser, Jamaica normal school; Prin. P. H. Smith, Bayonne; Supt. F. E. Spaulding, Passaic; Prin. T. O. Baker, Yonkers; Supt. J. E. Young, New Rochelle; Prof. F. M. McMurtry, New Rochelle; C. DeF. Hoxie, New York; Supt. Edgar D. Shimer, New York.

Clinton Institute Burned.

FORT PLAIN, N. Y.—Clinton Liberal institute, a well-known preparatory school and United States Military academy, was destroyed by fire on March 24. Most of the students were away, spending their Easter vacations at their homes. The loss of personal property was heavy. The value of the building was about \$90,000; the insurance about \$30,000.

Clinton Liberal institute was owned by the Universalists of the state of New York. Its principal is Dr. William Cary Joslin. It will doubtless be rebuilt.

Interesting Notes from Everywhere.

MT. VERNON, ILL.—The fifth annual meet of the Southern Illinois and Athletic Association will be held here May 4. The officers of the association are: Pres., Supt. J. K. Ellis, Mt. Vernon; vice-pres., Supt. D. B. Rawlins, Du Quoin; sec'y, Prin. E. A. Gilpin, Fairfield.

MIDDLEBURY, VT.—Mr. Ezra Warner, of Chicago, has presented \$50,000 to Middlebury college. A building, to be known as the Warner Science Hall, will be erected with the money. It will be a memorial to the donor's father, Joseph Warner, who was a former trustee of the college.

MORGANTOWN, W. VA.—The dedication of the new pipe organ and the exercises of convocation week will be celebrated April 2-8. Pres. David Starr Jordan, of Leland Stanford Junior university, will deliver addresses upon "The Freedom of the University," and "The Blood of the Nation;" Dr. H. W. Wiley, chief chemist of the United States Department of Agriculture, will talk on "Imperial Liberty," and "The Influence of Chemistry on the Progress of Agriculture."

WELLESLEY, MASS.—President Hazard has announced that Mr. John D. Rockefeller will give Wellesley college \$100,000 on condition that the college debt, amounting to about \$96,000, is raised. Already more than \$60,000 has been pledged.

WASHINGTON, D. C.—An industrial school is to be started by the board of school trustees, to be located on Congress Heights. At first the new school will be devoted entirely to instruction in sewing and cooking.

It is a new thing for the University of Chicago to be appealing to the general public for funds. Heretofore President Harper has confined his attention to a few large givers. Now, however, that there is danger of losing Mr. Rockefeller's conditional gift of \$2,000,000, the president has determined to leave no stone unturned. Circulars have been sent out to about six hundred wealthy citizens of Chicago. The problem is to raise \$300,000 before April 1.

WASHINGTON, D. C.—Mr. G. F. T. Cook, superintendent of colored schools, has been dismissed by the board of school trustees of the district. The resolution adopted declares that "this board finds much inefficiency in the neglect by the incumbent of the work pertaining to the strictly educational feature of the office."

DALEVILLE, IND.—Miss Hattie Andre, a well-known Indiana teacher, has gone to Australia, where she will teach in the Avondale school, Sydney.

WASHINGTON, D. C.—President McKinley has given \$1000 toward the fund for the American university which the Methodist denomination is establishing at Washington. A report is current that upon his retirement Mr. McKinley will accept a professorship in the institution.

GREENVILLE, PA.—A round table of superintendents and principals of Western Pennsylvania and Eastern Ohio will be held here April 6 and 7. Among the speakers will be Supts. J. S. Fruit, John E. Morris, J. W. Canon, Isaac C. Ketler, H. V. Hotchkiss, C. E. Carey, J. A. McLaughry and C. A. Babcock; Prins. G. H. Lamb and S. H. Hadley. The arrangements are in charge of Supt. S. H. Miller, of Greenville.

BOSTON, MASS.—Mrs. Emily A. Fifield, of the Boston school board, has gone to California for a two months' trip. While there she will make a special study of the school system and its relation to the universities.

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THE BEGINNER'S READER

BY FLORENCE BASS,
Author of "Plant Life" and "Animal Life."

Boards. Fully illustrated with many colored pictures. 118 pp. 25c.

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Bass's The Beginner's Reader has just been adopted in Greater New York, New Haven, Columbus, Chicago, Milwaukee, etc.

Dole's The Young Citizen has also been adopted in Greater New York, Chicago, Milwaukee, etc.

Send for circulars
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Announcements of Meetings.

N. E. A.—Bulletin No. 2.

The usual rate of one fare for the round trip (plus the \$2.00 membership fee) has been granted by all passenger associations in the territory east and south of New Orleans, St. Louis, Peoria, and Chicago, with the proviso that in the territory of the Trunk Line and Central Passenger associations a slight additional charge will be made on diverse route rates north of the Potomac and Ohio river gateways. South of these gateways and east of the Mississippi river extensive diverse routes are granted without extra charge to all passing those gateways. Action is pending in the Western and Southwestern Passenger associations with assurance that the usual rate of one fare for the round trip (plus the \$2.00 membership fee) will be granted.

Several steamship lines from North Atlantic ports will make round trip rates to Charleston and return, as follows:

The Ocean Steamship Company, 317 Broadway, New York, offers the following: Five ships per week from New York and two ships per week from Boston to Savannah, Ga., thence by rail to Charleston—time of ocean sail, fifty hours. The rate for the trip, including meals, berth, and membership fee has not yet been received but will be announced later.

The Merchants and Miners Transportation Company, Baltimore, Md., offers four sailings per week from Boston and three sailings per week from Providence to Norfolk, and three sailings per week from Baltimore to Savannah at the following rates: Boston and Providence by steamer to Norfolk, thence by rail to Charleston and returning the same route, including membership fee, meals and stateroom to and from Norfolk; for round trip from Boston \$30.00; from Providence \$28.00; Baltimore to Savannah, thence by rail to Charleston, \$19.00 for the round trip; Baltimore to Norfolk, thence by rail to Charleston, \$18.40 for the round trip; including meals, stateroom, and membership fee. For those returning from Charleston via Norfolk a rate is offered to members only from July 14 to August 25, good for return until September 1, of \$15.00 Norfolk to Providence, \$16.00 to Boston, and return, meals and stateroom berth included.

The Clyde Steamship Company, sailing between New York and Charleston, No. 5 Bowling Green, New York, offers one fare, viz., \$20.00 (plus the membership fee, \$2.00), meals and berth included, from New York to Charleston and return.

The Old Dominion Steamship Line offers daily sailings, except Sunday, between New York and Norfolk, thence by rail to Charleston and return *via* same route, for \$26.90, including membership fee, meals, and stateroom berth on steamer.

The same line offers a rate of \$12.00 from Norfolk and \$14.00 from Richmond for round trip to New York, including meals and stateroom.

The rates and routes already granted will enable parties going *via* Ohio river gateways to visit *en route* such points as the Mammoth Cave, Chattanooga, Lookout Mountain, Mission Ridge, the battlefields of Chickamauga and northern Georgia, and the city of Atlanta; or Knoxville, Asheville, the battlefields of eastern Tennessee, "The Land of the Sky," with a ride of two hundred miles over the most beautiful and picturesque part of the Allegheny mountains, returning from both going routes *via* Lynchburg, Charlottesville, Richmond and Norfolk, or Washington (at a slight additional charge), with the privilege of depositing tickets at any of the places named on the returning route until September 1.

The opportunity of spending a month or more at Washington will be appreciated by all. Many will be pleased to visit the historic scenes about Richmond, Norfolk, Newport News, Old Point Comfort, and Fortress Monroe. Others will find recreation and pleasure in the attractions of Virginia Beach, Ocean View, and other summer resorts of Chesapeake bay and Hampton Roads, and in the famous hunting and fishing fields of Currituck, Albemarle, and Pamlico sounds.

For those desiring to visit New York or New England side trips may be made by rail from Washington or by several lines of ocean steamers from Washington, Norfolk, and Richmond at very reasonable rates, good for return until September 1.

The rate for the choice of several of these diverse routes will be, including the membership fee, approximately \$28.00 from Chicago returning *via* Richmond, etc., and the Ohio river, and \$35.00 for return *via* Washington and direct lines to Chicago, with a slightly higher rate from St. Louis.

The round trip rate from points north and west of Washington will be one fare (plus \$2.00 membership fee) going and returning by the same route *via* Washington, with stop over privileges at Washington and points between that city and Charleston. The rate by this route from Chicago will be approximately \$36.00 for the round trip, including the membership fee.

The rates and routes from points in the territory of the Southeastern Passenger Association have not yet been announced further than that the rate will not exceed one fare for the round trip plus the \$2.00 membership fee.

An attractive list of excursions in the vicinity of Charleston and its famous harbor will be offered by the committee on harbor and local excursions.

Great interest is manifested thruout the United States in the approaching meeting at Charleston. The presidents of the various departments of the association report good progress in organizing their respective programs. A new interest in educational matters and in the National Educational Association is manifest thruout the South. The local executive committee is completely organized and working with most commendable zeal and efficiency. No pains will be spared to give the teachers of the country welcome and entertainment worthy of Southern hospitality.

The Charleston hotel has been designated as headquarters. Rooms for state headquarters at the Charleston hotel can be secured at very reasonable rates *if engagement is made at an early date*. Already rooms have been engaged by New York, Illinois, Ohio, Iowa, Nebraska, Kansas, Indiana, and Florida.

The following are the general officers of the local executive committee at Charleston: W. H. Welch, chairman; J. C. Hemphill, vice-chairman; Jas. F. Redding, treasurer; W. K. Tate, secretary.

The full membership of the local committee representing the various commercial and educational interests of Charleston and the names of the chairmen of the seventeen sub-committees will be published later.

The Kindergarten Convention.

Preparations are under way for the big meet of the International Kindergarten Union, to be held in Brooklyn April 18, 19, and 20. Fifteen hundred to two thousand delegates are expected to be present. The railroads, with hardly an exception, have offered fair rates, making the tickets good for ten days.

A number of leading thinkers will be present, among others Dr. W. T. Harris, Hamilton W. Mabie, Lucy Wheelock, Kate Douglas Wiggin Riggs, Dr. W. N. Hailmann, and others.

Three conferences of especial interest will be held as follows: For training teachers, at Pratt institute, conducted by Mrs. Alice H. Putnam; a mothers' conference, at Adelphi college, conducted by Mrs. C. E. Meleney; conference on gifts and occupations, at Adelphi, conducted by Minnie M. Glidden.

A reception by the Kindergarten Union will be tendered to the visitors on April 19.

Educational Meetings to Come.

March 29-31.—Northern Indiana Teachers' Association, at Logansport. Sec'y, J. W. Carr, Anderson, Ind.

March 29-31.—Central Nebraska Educational Association, at Hastings, sec'y, Ed. M. Hussang, Franklin, Neb.

April 1.—North Central Association of Colleges and Secondary Schools, at St. Louis, Mo.

April 6-7, 1900.—Southern Wisconsin Teachers' Association at Racine. Pres., J. H. Natrass, Shullsburg; sec'y, G. H. Landgraf, Menasha.

April 18-19.—International Kindergarten Union, at Brooklyn.

April 27-28.—New Jersey High School Teachers' Association, at Newark. President, H. C. Krebs, Somerville, N. J.; secretary, Cornelia MacMullan, South Orange, N. J.

May 9-11.—Western Drawing Teachers' Association, at Grand Rapids. Sec'y, Caroline M. Neile.

May 12.—New Jersey Association for the Study of Children and Youth, at Trenton. Sec'y, F. E. Spaulding, Passaic, N. J.

June 25-27.—Convocation, University of the state of New York, at Albany.

July 3-6.—Pennsylvania State Teachers' Association, at Williamsport. President, John A. M. Passmore, Philadelphia.

July 7-13.—National Educational Association, at Charleston, S. C. Sec'y, Irwin Shepard, Winona, Minn.

Summer Schools for 1900.

NEW YORK.

Columbia University.—Summer Session from July 1-Aug. 8. Address Walter Hammond Nichols, B. S., secretary, Columbia university, New York city.

New York University.—Summer Session from July 9-Aug. 17. Address Prof. Marshall S. Brown, New York University, University Heights, New York city.

Adirondacks Summer School.—Fourth Session. June, July, August and September Courses in Art, Manual Training, and Nature Study. Address J. Liberty Tadd, 319 32nd street, Philadelphia, Pa.

Cornell University Summer School.—July 5-Aug. 16. Address The Registrar, Cornell university, Ithaca, N. Y.

Cornell University Summer School of Nature Study.—Address College of Agriculture, Ithaca, N. Y.

Chautauqua Summer Schools at Chautauqua, N. Y.—July 7-Aug. 17. Address Chautauqua Assembly, General Offices, Cleveland, Ohio.

American Institute of Normal Methods.—Western Sessions July 17-Aug. 3. For particulars address the president of the Institute, Edgar O. Silves, 29 E. 19 St., N. Y. city.

THE SCHOOL JOURNAL

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by
E. L. KELLOGG & CO.,

The Educational Building,
61 E. NINTH STREET, NEW YORK.
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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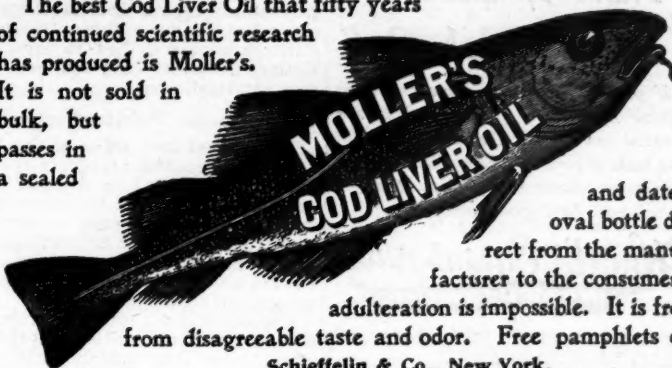
Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Interesting Notes.

To Raise the Level of the Great Lakes.

The deep waterway commission has completed a scheme for the building of a \$2,000,000 dam across the Niagara river on Lake Erie, near Buffalo, in order to increase the depth of the navigable water in the great lakes. Representative Corliss has introduced a bill into Congress for the building of the dam. It authorizes the president of the United States to secure

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and dated oval bottle direct from the manufacturer to the consumer; adulteration is impossible. It is free from disagreeable taste and odor. Free pamphlets of Schieffelin & Co., New York.

from the Canadian government such co-operation and agreement as may be deemed necessary, and the secretary of war is to make contracts; it also provides for the transfer of unexpended balances of appropriations made for the deepening of channels and harbors in Lake Erie, Detroit river, Lake St. Clair, and St. Clair river.

The Poet Laureate of England.

Alfred Austin appeared to a disadvantage in succeeding as poet laureate of England so great a poet as Alfred Tennyson. Still he is no mean poet, as some of his verses show. He has lately increased his popularity in England by his activity in getting volunteers for the war and raising money for the nursing. Mr. Austin was a journalist until the Queen conferred on him the laurel wreath of Tennyson. He



ALFRED AUSTIN.

abominates London, and rarely leaves his fine old home in Swinford, where he gives most of his time to his garden. The laureate receives a comfortable pension from the *Standard*, and does not go in for such expensive luxuries as market gardening for a profit.

He is a gentle little man, who reminds one of Richard Watson Gilder. One can usually find him pottering about his garden dressed in brown boots, knickerbockers, and Norfolk jacket.

A Doctor Gratified.

Dr. F. A. Mitchell, of New Albany, Indiana, in a communication to this journal, says: "I have constantly been using Five-Grain Antikamnia Tablets ever since their introduction to the medical profession and I have in every instance to report most excellent results. They are unlike any other coal-tar derivative in as far as they act rather as a stimulant than a heart depressant. I have gotten the best results with Five-Grain Antikamnia Tablets in neuralgia, headaches, etc., acute rheumatism and fevers and in inflammatory rheumatism. My experience with them has been most gratifying."

The New Albany Medical Herald.

Are You Going to Europe this Summer?

Some very attractive Art Educational Tours have been arranged by Prof. W. S. Goodnough, Director of Art Instruction in Public Schools. A fully descriptive itinerary may be had by addressing 267 A Lewis Ave., Brooklyn, N. Y.

Our Army in 1899.

The report of the operations of our army for the year 1899 is an extensive document covering 1,500 pages. Included in it is a full history from Gen. Otis of the Philippine war comprising the campaigns

north and south of Manila; also the accounts by different commanders of the garrisoning of Cuba and Puerto Rico. Gen. Miles recommends the increase of the army until its strength shall equal one soldier to every 1,000 of population. That strength would give an army of 73,000 men instead of 65,000.

An unusual thing in military reports is the presence, in these three volumes, of upward of one hundred photographs of scenes in Cuba, Puerto Rico and the Philippines. Maps are common in reports, but photographs are novelties in war. Some photographs are noted as being pictures of various regiments "in action," or "on the firing line." Others show the advance of this or that regiment and of this or that battery firing on the enemy.

A Queer Feature of Taxation.

Portland, Me., furnishes an interesting relic of old-time church customs. In an ancient church there the pews are still owned as private property by church members, according to the old custom. On these pews the city government lays taxes just the same as on other private property, though church property is not taxable. Some of the pew-owners have not paid their taxes, and now the pews have been sold at auction for the delinquent taxes. The church bought them in and they thus become free, like the rest of the church.

During the Teething Period.

MRS. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Keeley and the Gold Cure.

Dr. Leslie E. Keeley, the discoverer of the gold cure for the liquor habit, died recently at Los Angeles, Cal., of heart disease, while under Christian Science treatment. He was born at Potsdam, N. Y., in 1832, and during the Civil war, as a surgeon of the U. S. Volunteers, he organized a system of caring for the wounded which is now used the world over.

After the war he began the investigation of the effects of alcohol and other drugs. His conclusion was the habit of using them was not inherited; from his observations he decided that alcoholism was a disease that could be cured. He found that alcohol attacked certain nerve forces. The salts of gold had been used years ago, and he experimented with them. To an extent they were dangerous. But for years Dr. Keeley experimented, and although he opened a gold cure institute at Dwight, Ill., late in the '80's, he did not gain full recognition until 1890.

In 1891 Dr. Keeley opened an institute in London. Keeley institutes were founded

Weak Children

How sad it is to see weak children—boys and girls who are pale and thin. They cannot enjoy the sports of childhood, neither are they able to profit by school life. They are indeed to be pitied. But there is hope for them.

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has helped such children for over a quarter of a century.

Your doctor will tell you it is both food and medicine to them. They begin to pick up at once under its use. Their color improves, the flesh becomes more firm, the weight increases and all the full life and vigor of childhood returns again.

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in various parts of the United States. The physician in charge was required to be a graduate of a regular medical college and to take a course of instruction at Dwight. Five states have passed laws recognizing the Keeley treatment and fourteen states have local institutes.

Arizona's Petrified Forests.

The general land office of the United States has received a report in regard to the petrified forests in Apache county, Arizona, with a view to converting the region into a national park in accordance with a request from the Arizona legislature. These forests cover a considerable area, but the best of them are in a territory covering about eight square miles.

The trees did not grow, as a rule, where they are found, but were brought thither by strong and swift currents and rapidly buried in sand. They are now practically turned into silica, and the structure is so well preserved that the families to which they belong can be told. Unless the government guards them, these trees are likely to disappear in time, as many beautiful specimens have been carried away by tourists to be cut, polished, and made into ornaments.

Spelling Geographical Names.

The United States Board of Geographical names is the body of scientists at Washington that decide upon the spelling of names. This board was originated by President Harrison in 1890 by appointing to it members of different departments and in the first two years of its existence made more than 2,000 decisions in regard to unsettled questions concerning geographic names. It has recently decided that the name of our new possession in the West Indies should be spelled Puerto Rico. There was such confusion in the spelling of the Indian and Russian names in Alaska that a few years ago the board published a geographical dictionary of that territory.

With the exception of the names of political subdivisions, geographic names have not, as a rule, been bestowed by any formal authority. Rivers, lakes, mountains, capes, and uncharted bodies of population received their names originally from surveyors, explorers, and early settlers, and these have been perpetuated by common consent. The names of states, counties, and municipalities have been applied by legislative enactment or charter, and, therefore, possess some degree of authority, but even here exist differences of usage. In unsettled parts of the country one set of explorers frequently ignore the work of their predecessors, and give new names to the natural features. As no two persons render into the same English the obscure sounds of Indian names, their translation has been a fruitful source of confusion.

Railroads frequently adopt names for their stations different from what is intended to be the names for the towns in which they are situated, and other forms of carelessness have called for the reforms which the Board of Geographic Names is bringing about.

The broad principle of the board is that in general the name in common local use should be adopted. Where local usage is divided, the board selects the more appropriate and euphonious name.

To effect certain reforms the board de-



Look at yourself! Is your face covered with pimples? Your skin rough and blotchy? It's your liver! Ayer's Pills are liver pills. They cure constipation, biliousness, and dyspepsia. 25c. All druggists.

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parts from local usage in certain cases, as follows:

Avoiding as far as possible the possessive form of names.

Dropping the final "h" in "burgh."

Abbreviating "borough" to "boro."

Spelling "center" as here given.

Discontinuing hyphens in connecting parts of names.

Omitting where practicable C. H. (court house) after the names of county seats.

Simplifying names of more than one word by combining them into one word.

Avoiding the use of distinctive characters.

Dropping the words "city" and "town" as parts of names.

The political and geographical changes resulting from the Spanish-American and the British-Boer wars will give to the board a much wider field of work for the next few years in settling authoritatively the spelling and pronunciation of names now unfamiliar, but which will become of interest to all English-speaking people.

Special Vacation Tour.

To Washington via Pennsylvania Railroad.

On April 10, the Pennsylvania Railroad Company will run the annual three-day personally conducted Easter tour to Washington, for the especial benefit of teachers desiring to visit the nation's capital during the Spring vacation.

Besides its many natural attractions, Washington as the seat of government possesses an especial interest for teachers and scholars—the Capitol and White House, the magnificent museums, the Congressional Library, the Senate and House of Representatives, Patent Office and Department Buildings, the Bureau of Printing and Engraving, all abound with valuable information.

Side trips may also be made to Mount Vernon, the home of George Washington; Old Point Comfort, opposite which the Monitor and Merrimac met in their memorable struggle; and Richmond, Va. These side-trip excursion tickets may be obtained by holders of Pennsylvania tour tickets at the following rates: Mount Vernon, 75 cents; Old Point Comfort, \$3.50 via steamer, \$6.00 all rail; Richmond, \$4.00.

Round-trip rate, for the entire tour, covering railroad transportation, hotel accommodations and transfer in Washington, station to hotel, \$14.50 from New York and Brooklyn. These rates include accommodations for two days at the Arlington, Normandie, Riggs, or Ebbitt House. For accommodations at Willard's, Regent, Metropolitan, or National Hotel, \$2.50 less.

All tickets good for ten days, with special hotel rates after expiration of hotel coupons.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 4 Court street, Brooklyn; or address George W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

An Easter Outing.

Three Days' Personally-Conducted Tour to Washington via Pennsylvania Railroad.

On April 10, the Pennsylvania Railroad Company will run its annual Easter tour to Washington, affording an excellent opportunity to see the National Capital in all its early Spring attractiveness. Tourist Agent and Chaperon will accompany the party.

Round-trip rate, covering railroad transportation for the round trip, hotel accommodations, and transfer in Washington, station to hotel, \$14.50 from New York, \$13.00 from Trenton, and \$11.50 from Philadelphia. These rates include accommodations for two days at the Arlington, Normandie, Riggs, or Ebbitt House. For accommodations at Willard's, Regent, Metropolitan, or National Hotel, \$2.50 less. Side trips to Mount Vernon, Richmond, Old Point Comfort, and Norfolk at greatly reduced rates.

All tickets good for ten days, with special hotel rates after expiration of hotel coupons.

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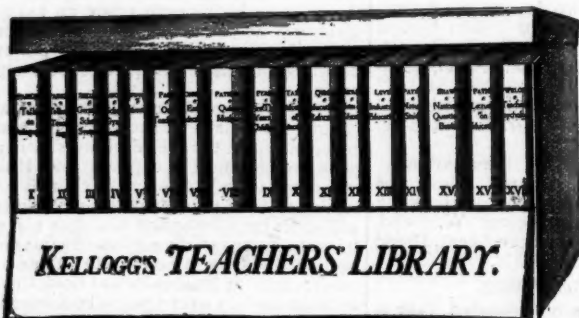
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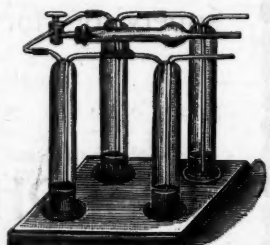
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